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Abstract

A camping workbook provides materials for use in discussion of 3 important aspects of farm living: rural power, communication, and conservation. It is intended that this material be used in class sessions held during a junior youth camp. A sample of the youth camp schedule reveals 3 forty-five minute time periods during the day designated as class periods. The materials presented in this workbook, in descriptive and illustrative form, are suggested aids and methods that might be utilized by camp teachers in the classes. Included in this teacher's guide are teaching hints, suggested teaching methods, ideas about teaching aids, and a list of related games. (DB)

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CAMP is a CELEBRATION

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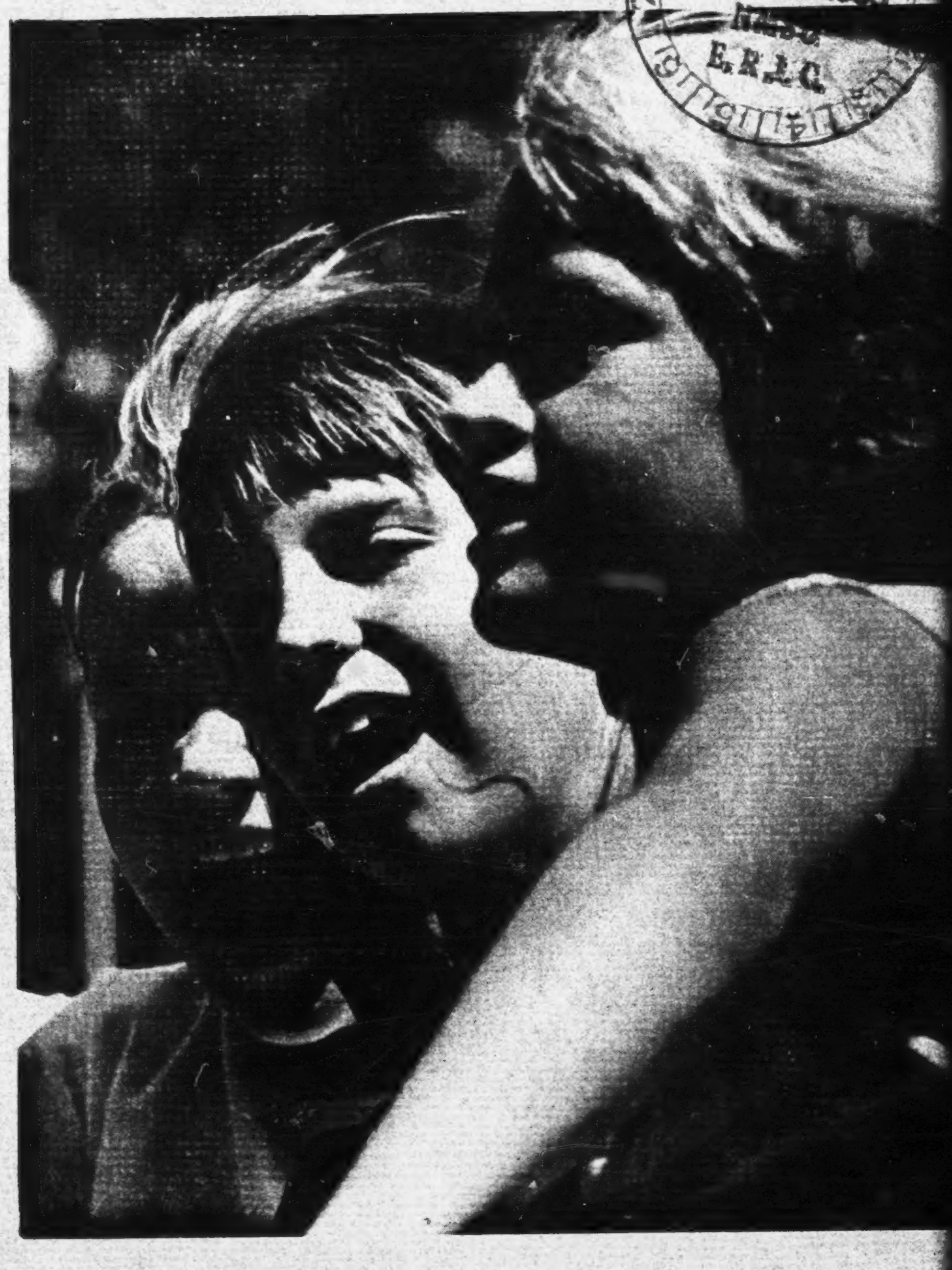

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TEACHER'S GUIDE

The camp workbook is designed to provide a framework for class discussion of three important aspects of farm living: cooperatives and their relationship to Farmers Union and the rural community (Rural Power); communication as a tool for developing understanding; conservation and wise use of our natural resources.

Teaching techniques, of course, vary with each individual teacher. The best results, however, occur if each child is encouraged and helped to take part in discussions. The teacher should draw out opinions from the group. Care must be taken not to "shoot down" honest attempts by the campers to express themselves. When possible discussions between campers should be developed rather than limiting the discussion to the camper-question teacher-answer type of discussion.

Old magazines can be helpful in getting across the points which are presented in all three of the study units, but especially for the unit on communication and the one on conservation. Students can clip out pictures which depict the points made in the study units and then arrange these pictures in scrapbooks or in a group collage.

Mobiles are also rather easy to make tools for learning. For instance, a mobile with many different kinds of people in it would be a good way of depicting human brotherhood. A chain of paper dolls which the young people color different colors and place different kinds of work clothes on is also an easy way to depict brotherhood. Any efforts made to tie the study units in with creative craft will be helpful.

RURAL POWER

Purpose of unit:

1) To realize that the fate of the small farmer and the rural community is not inevitable.
2) To study the background of farm organizations and cooperatives.
3) To understand the importance of cooperation between farmers and cooperatives and their role in saving rural America.
4) To appreciate their own rural communities.
5) To know that the Farmers Union is concerned about welfare of all people.

Presentation of unit:

Read and discuss the unit together in class, using the discussion questions to help understand the concepts being presented. Since the younger Juniors might not understand some paragraphs, be prepared to explain them in simple terms.

Emphasize the fact that farm problems are nothing new, but have been plaguing the farmer since the beginning of civilization. Be sure the Juniors understand the differences between cooperatives and private business. Discuss the value of the cooperative to all people even to those who do not patronize them. (The co-op is a measuring stick.)

Through discussion, help the Juniors realize that corporations have to please the stockholders who are interested in financial returns. Therefore, most corporations are mainly concerned about the almighty dollar, and many times hurt numerous people in achieving their goal.

Remember that the corporate structure is controlled by a minority of our population, but they are powerful both politically and financially. In a democracy the majority rules, unless they neglect their responsibilities and let a few take over the leadership.

Activities for unit:

1) Dramatize a story similar to the one used in this unit.
2) Make a mural illustrating all the forces that make up "Rural Power".

COMMUNICATION

The process by which meanings are exchanged.

This section of the workbook is designed to use a pictorial technique to generate discussion of a most important intra personal relationship. We call this relationship communication. The different types of print and the various pictures, cartoons, quotes, and this style of format should help the campers to:

1) Understand what communication is.
2) To understand the goals of good communication.
3) To realize the great need for improved human relations.
4) To think about the many tools for communication that we have.
5) To think about the improved life for all human beings that would come through excellent communication.

The first part of this lesson talks about what communication is. It has a picture of a father and son talking together about baseball and it has a picture of two teenage cheer leaders gesturing to help create enthusiasm at a football game. It has a group of musicians and a newly wed couple touching each other, a couple dancing, a cook smelling some spices, a young man writing, a couple looking at something that they are obviously very interested in, and a young couple reading from a book. The campers should discuss in what ways each of these pictures are examples of communication. There may be several other methods of transferring a message from one person to another that the campers can think of.

Pages 16 and 17 explain briefly the goals of good communication. It says that good communications help to develop a true sense of brotherhood and understanding. These terms "brotherhood" and "understanding" should be discussed at length. In what way does communication make the difference between friends and strangers? Is it possible for us to widen our circle from ourselves and close friends and relatives into an understanding of people all over the world? Care should be taken to make certain that the young people can understand the concept of the ever widening circle of understanding.

On page 18 the picture of the young boy asking, "Is it really possible for me" and on page 19, "to communicate" and on page 20, "with all these", and on page 21 "people", presents a section for discussing the many, many different kinds of people who live in our world. The old, the young, the in-between, the people of different races, the people of many different occupations and walks of life, the rich and the poor, and yes, those who come from rural areas such as ours and those who come from highly populated areas, and all people of this world. Time should be spent here discussing how these people are alike and how they are different. What do you think Malcolm Boyd meant when he said, "Help us to see human persons"? What are some of the influences and emotions that tend to bring us together, and what are some that tend to drive us apart?

(Pages 22-29) The section on "The Need Is Great", depicts personal tragedies, family mishaps, misuse of natural resources, rural poverty, discrimination against peoples of different races, urban slums and ghettos, civil strife and war, and then the symbolic sinking of the Statue of Liberty. The young people should spend time telling what they see in these pictures and they should tell what they think the sinking of the Statue of Liberty symbolizes. They should tell of other tragedies that they know about that are indications that we need to improve communications and understanding amongst people. Marshall McLuhn is the rather famous educator who has written the book, "The Medium Is The Message". In saying that there is no inevitability as long as there is a willingness to understand what is happening, he is stating that the individual and, especially groups of people, can determine their destiny if they have a willingness to do so. It would be good if the young people could fully understanding what is meant by this phrase.

(Pages 30-35) The section on, "We've Got The Tools", is one in which the young people are very familiar. Ours is the age of technology. The young people will no doubt be able to come up with many other tools for communication that we do have in our society. The concept of a "global village" should be understood by the young people. It will also be good if the young people will spend some time discussing in what way the United Nations is a tool for communications and understanding. Similar discussion could be carried on about the Congress of the United States and the legislative bodies of our state.

(Pages 36-37) Some people who we admire a lot have said, "It is important". Time should be spent recalling quotes from Robert Kennedy, Ed Smith and Martin Luther King (What was Mr. King's dream?), yes, and even Charlie Brown and his friends Linus, Lucy and Snoopy have some pretty philosophical things to say about how important communication is. The young people should be challenged to think of other leaders and people they know about that have said good communication is important.

(Page 38) In what ways are the man and woman misusing their tools for communication? This picture and the cartoon should create a lot of examples for the young people, and experiences which they can tell of in which communication tolls and technology are misused.

(Page 39) The climax of this discussion unit is reached when we see the words "Until we are willing to have communication and understanding." It is the willingness that is all important.

(Pages 40-41) The next picture is a very beautiful handshake. That of a man with light skin and that of a man with drak shin - and the text that goes along with it - asks that "we learn to reach out to touch, and touching, feel there is no difference". Here again is great symbolism which should create a lot of discussion.

(Page 42) The final page shows another beautiful warm situation of an older man and a young girl obviously having fun and having true communication with one another. The text speaks out asking that "we become aware of ourself and aware of other people, and in so doing truly discover what life is." This then is the message of this discussion unit - through communication we can become aware of ourselves, but especially become aware of other people.

(Page 43) On the last page the young people are asked to make notes with regard to the ways they feel they can improve their communications with other people.

CONSERVATION

Purpose of unit:

1) To create awareness of the desperate need for conservation of our natural resources.
2) To understand man's lack of blending with his environment.
3) To learn of corrective measures that have been taken to decrease the exploiting of our resources.
4) To appreciate the inter-dependence of all our natural resources on each other.

5) To see the direct relationship of our natural resources to our national wealth and prosperity.

Presentation of unit:

Read and discuss the unit together. Use the discussion questions to motivate discussion during the reading rather than at the end of the class period. Remember, some paragraphs might be too advanced for the very young. These should be discussed by the teacher rather than read by the class.

Through discussion, help the class see that man has not always adapted himself to his environment, but rather has tried to change the natural environment to suit his needs. Discuss the effect this change has on nature. The kind of care a piece of land receives depends primarily on who owns the land. Compare the probable conservation practices of a family farmer owning and caring for 500 acres of land with the corporation owning 60,000 acres and having several foremen looking after the farming practices. You might also compare the small tree farm with the large loggying corporations too.

Activities for unit:

1) Getting a resource speaker in during camp would be a tremendous addition. The county extension agent or the game warden might be possibilities.
2) Collect pictures comparing -
    a) Fresh mountain stream vs. polluted river.
    b) Green forests vs. forest fire remains.
    c) Grassy hills vs. eroded fields or hillsides.
    d) Clear country sky vs. smoke covered city.
    e) Large dam vs. wildlife nesting grounds.
    f) Hand labor vs. machines.

    Discuss these pictures, bringing out the importance of our natural resources in each one.

CAMP COOPERATIVE STORE

No camp would be complete without a Co-op Store. By organizing a Co-op Store, the campers will become better acquainted with the principles and methods of cooperatives.

One of the staff members should be responsible for organizing and helping to operate the store so it functions properly. This person will be supervising and must work with the board of directors and the manager. He must be present at all stockholders and board meetings. He is responsible to make sure all supplies and an adequate amount of change are on hand at all times. He must work closely with the manager when the store is open. His most important task is to make sure the operation of the Co-op is an educational and learning process at all times.

ORGANIZING THE CO-OP STORE

The store must be organized at the earliest possible time during one of the assembly periods. The staff advisor must act as chairman and organize the store, with the assistance of another staff member taking minutes. The following is a suggested method to organize the store.

1. Explain what a cooperative is, how it works, and why it is important. Include:
    - a. The different types of Co-ops.
        - 1) consumer
        - 2) marketing
        - 3) service
    - b. When and why the first Co-op was organized.
    - c. How a Co-op gets capital to begin.
    - d. One vote per member regardless of the number of shares he buys.
    - e. The 5% educational fund and what it is used for.
    - f. The dues check-off.
    - g. The method used to pay dividends, but explain why dividends aren't paid at camp.
    - h. The responsibility of the board of directors and the manager.

2. Discuss the need for a Co-op Store at camp, pointing out the fact that every cooperative is organized because there is a definite need for that cooperative. Have the campers vote if they want a Co-op Store. Always use parliamentary procedure. "I move," "I second," "All those in favor say 'aye'," etc.

3. Ask for suggestions of names for the store, explaining the importance of using Farmers Union in the name at camp. Have them vote on the names.

4. Have them decide on the cost per share. (usually 5 or 10 cents)

5. Have them vote if they want the 5% Educational Fund.

6. Remind them again of the responsibilities of the directors. Ask for nominations for the board of directors. (Five are elected) Vote by secret ballot, or ask the candidates to leave the room and vote by a show of hands.

7. Set a time when you want to meet with the board members. Announce that anyone who is interested in being the Co-op store manager should apply at this meeting.

8. Ask for a motion to adjourn.

FIRST BOARD MEETING

Meet with the board of directors at the earliest possible time. Have them elect a president, vice-president, and a secretary-treasurer. Have them interview the applicants for manager and hire a manager.

Have them fill out the shares except for the stockholders name and the number of shares purchased.

The board members and manager should decide on:

1. Time the store will be open. (twice daily)
2. What will be sold in the store.
3. Set a limit on the amount that can be purchased. (Junior Youth) This will help make their money last through camp.

SELLING SHARES OF STOCK

The board of directors and the manager can sell shares to the campers during the first recess period. Be sure to record the number of shares sold on the stock record. This will be helpful when the shares are redeemed.

OTHER BOARD AND STOCKHOLDERS' MEETINGS

The staff advisor must meet with the board at various times to help operate the store.

After the first board meeting and when the shares have been sold, the president should call a "Stockholders" meeting. He will conduct the meeting, the secretary will read the minutes of the organization meeting and give the report on the number of shares sold. The manager should announce the store hours, items available, and the amount that can be purchased.

FINAL STOCKHOLDERS' MEETING

On the last day, the final stockholders' meeting will be called. At that time the president, secretary, and manager will give reports on the business of the Co-op. There are financial statement forms available for this purpose. The campers or stockholders will decide what they want to do with their net earnings.

Explain that in a regular cooperative, earnings are divided among the members according to the amount of patronage each one has given the Co-op. Because keeping a patronage record would take too much time in the busy schedule of camp, do not take time to do this; but be sure to tell the campers that patronage records are kept in other cooperatives. In a camp cooperative, the total sum of the net earnings is usually donated to some worthwhile cause.

When the stockholders have decided what they will do with the savings, have the president explain the liquidation process, and then ask for a motion to liquidate the store, get a second and vote. Then ask for a motion to adjourn.

CONTRIBUTING CO-OP EARNINGS

Every year we learn that children really are willing to help others when given the opportunity. One of the ways in which they do this is by voting to give their co-op saving to a worthy cause. We hope that this year they will again show their desire to help people who are less fortunate than they through contributions to a worthwhile project.

Let them discuss several ideas in their co-op's business meeting. Then, through democratic procedures, decide upon one of them.

Suggestions include:

The "stand-bys" of
- United Nations Childrens Fund
- Crippled Children's School
- UNESCO
- Farmers Union Educational Fund
- Civil Rights Movement
- Specific Camp Projects
- Farm Workers Association, headed by Cesar Chavez
- The American Friends Service Committee,
  Migratory Farm Labor Division
- Migrant Ministry of the National Council of Churches
  of Christ
- Catholic Rural Life Conference,
  Migratory Farm Labor Division
- VISTA

SUMMARY

Be sure the campers understand the principles and practices of a Co-op. If they don't, their Co-op Store has not fulfilled its primary purpose.

CONDENSED LEADER'S GUIDE

Steps in organizing Co-op Store:

1. Explain and discuss the following:

    a. Types of co-ops
    b. Why first co-op was organized
    c. How capital is raised to begin
    d. One vote per member
    e. 5% Educational Fund
    f. Dues check-off
    g. Dividends
    h. Who runs co-op

2. Need for Co-op at camp (vote on this)

3. Name for Co-op (use Farmers Union)

4. Cost per share

5. Vote on Educational Fund

6. Elect Board of Directors (set time for first meeting)

7. Applicants for manager come to first board meeting

8. Adjourn meeting

GAMES

J - Junior Youth Camp	* - No materials needed
C - Senior Youth Camp	0 - Outdoor
D - Day School	I - Indoors

JD FLYING DUTCHMEN *0

The group forms a circle. Two players clasp hands and run around the outside of the circle. They tap the joined hands of any two people in the circle. The two who are "it" run on around the circle, while the two who were tapped run the opposite way. The last couple back to the vacant spot are "it" for the next time.

One innovation of this game may be played by dropping a handkerchief behind an individual...

JSD SHOE SCRAMBLE 0

All players take off their shoes and toss them into a barrel which is placed some distance from the players. On the signal to start, all players run to the barrel and try to find their own shoes. They are allowed to take out any shoes which do not belong to them and throw them as far as they can in any direction. Upon finding their own shoes, they quickly put them on and run to the starting line. The first one back with his right shoes on wins.

JSD PEANUT RELAY I

Place a bowl of peanuts in front of each team and give the first runner an ordinary table knife. On signal, the first player picks up one peanut with the knife and carries it on the knife to a designated goal. He then returns to the starting line and hands the knife to the next player who does the same. If a peanut drops to the floor, it must be picked up with the knife. The first team to have all its members carry a peanut to the goal wins.

JS CHARADES *I

Divide the campers into teams, with 8 to 10 players in each team. One person from each team comes to the center of the room where the leader gives them the name of a popular song, a movie, or a TV show. They quickly run back to their own teams and act out the title of the song, movie, or show. The first team to guess the right one receives a point. Another person comes from each group to act out the second charade. This may continue until each person has had a chance to act out a charade. The team with the most points wins.

JSD BALLOON BURSTING RELAY I

Players are divided into teams and each player receives a balloon. On signal, the first player from each team runs to a chair, sits on the chair, blows up the balloon, and breaks the balloon by sitting on it. When his balloon is broken he runs back and taps the next player who does the same. The first team to have all its players back in line wins.

JD HIRAM AND MIRANDY OI

A boy is chosen for Hiram, and a girl for Mirandy. They go inside a circle of the other players, where Hiram is blindfolded. When he calls, "Mirandy," she must answer, "Yes, Hiram." Then he dashes in the direction of her voice trying to catch her. She, of course, tries to elude him, but cannot leave the circle. When Hiram catches Mirandy, she chooses the next Hiram, and he chooses a Mirandy.

JS NAME TAG SCRAMBLE I

Put the name tags of all the campers in a box and pass it around for all the campers to draw out a tag. On signal, they all try to find the person whose name is on the tag they have drawn.

JSD SQUAT I

All players choose a partner and form two circles -- one partner in the inside circle and the other partner in the outside one. When the music starts, the circles go in opposite directions. When the music stops, everyone runs to join hands with his partner and they squat. The last couple to squat is out of the game. This is repeated until only one couple is left. These, of course, are the winners.

JSD NEWSPAPER RACE I

Divide the campers into teams of four persons each. Give each team a newspaper (copies of same issue if possible) and a list of articles to find -- such as, a comic strip, a human interest story, and advertisement selling a 1969 car, an obituary, a wedding announcement, national news, local news, and many more. The first team to find and tear out all their articles is the winner.

JSD ALPHABET SCAVENGER HUNT *0

The group is divided into teams of 8 to 10 players. Each team collects 26 articles, each item beginning with a different letter of the alphabet. After a certain length of time, have the teams report back to the camp headquarters. The team with the greatest number of articles is the winner.

JD LAST COUPLE OUT *0

All players find a partner and form a line, one pair behind the other. The first couple hollers, "Last couple out!" The last couple runs to the front of the line, one on each side of the line of couples. They try to join hands before either of the persons in the front couple touches one of them. If one is tagged, that couple becomes "it" at the front of the line. If neither person is tagged, that couple become the second couple and the first couple is "it" again.

JS PILLOWCASE RELAY I

Ten players to a team. Each team is provided with a pillow. At the signal to go the first man on each team takes the pillow out of the casing and puts it back. He then hands it to his next teammate who does the same thing. So it goes down the line until each player has taken the pillow out of its casing and placed it back in the casing. Each contestant is allowed to devise his own way for getting the pillow in the casing. Some of them will show skill that has come from long practice. Others will have a terrible time.

JSD SNATCH OI

Players line up in two equal sides, facing one another. About thirty feet is allowed between the two lines. The players number off from right to left. In the center of the space between two lines is a bottle or stick with a rag or handkerchief on it. Or there may be a stool, wastebasket upside down, or stump, with a bean bag or towel on it.

The leader calls a number. The players from the two sides bearing that number rush out to the center. If one of the players is slow getting up to center the other player snatches the rag and rushes back to his side. He is safe anywhere in his line. The other player tries to tag the player who has the rag. If he does so before the runner can get back to his line, one point is scored for the tagging side. However, if the runner gets to his line with the rag without being tagged he scores two points.

If both of the runners get out to center about the same time they stall around, making feints at grabbing the rag. Finally, when one of them thinks he has his opponent off balance, he snatches the rag and breaks for his own line. Players soon learn that it is not a good idea to rush out and grab the rag immediately.

After a player has touched the rag he is liable to be tagged. It does not matter that he did not get it. The other player may tag him, or if he thinks he can get away with it, he may snatch up the rag and rush for his line.

JSD NATURE SCAVENGER HUNT 0

This will be a much more interesting and profitable scavenger hunt than the usual one. The players are required to return with a dandelion, a beetle, a grasshopper, a flat stone the size of a dime, a wild flower, a cat tail, a last year's bird's nest, a caterpillar, a Canadian thistle, 6 different kinds of leaves, an ant, a butterfly, a dead tree trunk (at least 6 ft. tall), a wild berry, etc.

JS NAME BINGO I

'Name Bingo' is a never-fail icebreaker for almost any age group. As each guest arrives, hand him a paper marked off in an appropriate number of squares and tell him to get the signatures of the other guests in the different squares. Then have a person read off a list of the guests present. Each person draws an X through each name on his paper as it is called. The first person to have a complete line of X's in any direction calls out "Bingo" and wins the prize. Two or three prizes will make the game last longer.

JS BALLOON MIXER I

Name in ballon mixer - balloon burst mixer. When each person enters the room or party, they sign their name on a small slip of paper. The boys' names are put in balloons and given to the girls to blow up and keep. Girls' names are put in balloons and given to the boys. At a certain time, everyone breaks his balloon and finds the person whose name is in it.

S WHO AM I I

Before the meeting, prepare some slips of paper with names of famous people, TV personalities, movie stars, or characters. Pin one name on the back of each person as he arrives. Each one tries to learn who or what he is by asking questions which can be answered only by "yes" or "no". When a player learns who he is, he may pin the slip of paper on the front of his clothes. Use some funny names. (Equipment - 3" x 5" cards, straight pins)

JSD BALLOON BATTING (SEATED) I

Five or more players on a team sit facing the opposite team, with the two lines of chairs about four feet apart. Each player must hold the edge of his chair seat with one hand throughout the game. A balloon is tossed between the two teams, both of which try to bat it over the heads of their opponents so that it touches the floor behind the opposite team. Each "touchdown" scores a point. A scorekeeper behind each team also acts as retriever.

In putting the balloon into play each time, toss it in at alternate ends of the line, to keep the action from concentrating among a few players. Two balloons can be used for larger groups.

JSD CHECKERBERRY * IO

This game takes concentration and keen observation. All players stand in a circle facing the center. Each one thinks of some motion to do with hands or feet that might be performed to the rhythm of the following little chant which they all say together: "Checkerberry, Checkerberry, Checkerberry On". They practice saying the words and doing the motion together.

It is important that two people standing together do not have the same action. Everyone watches his own right hand neighbor and no one else all through the game. They all begin the game by doing their own motion. Then as soon as they all say "On" everyone takes on the motion of his right hand neighbor. Thus, everything the group says, "Checkerberry, Checkerberry, Checkerberry On" all players do the motion their right hand neighbor just completed doing. On "On" that motion is dropped and the next one is copied. No two people are ever doing the same motion at the same time. Anyone who breaks the sequence must drop out of the game.

JSD DODGE BALL IO

EQUIPMENT: A volley ball, or a basketball, not blown up too hard.
FORMATION: The players divide into two equal teams with from 10 to 25 players on each side. One team forms a circle, the other team stands inside the circle.
EXPLANATION: The team forming the circle has the ball and when the signal is given, it is thrown at the members of the other team, who are now grouped inside the circle. Any one of the players standing within the circle who is hit below the belt or waist is "out" and must drop out of the game temporarily. After a given time, two or three minutes, the count of the players remaining in the circle is taken and then the teams change sides. The team formerly in the center forms the circle and the other team stands inside.

OBJECT: To see which team can have the largest number of players within the circle at the expiration of the designated time, usually three minutes.

CAUTION: Players are allowed to hit only below the belt or waist. The players must throw the ball only from the circle and not from inside the circle where they may happen to pick up the ball.

JS BARNYARD CONVENTION *0I

Each player is given the name of a barnyard animal. (Use the names of about five different animals.) When the signal is given, all the players start making the noise of the animal they represent and try to locate all the others who are making that same noise. When they locate a member of their species, join hands and look for the rest. The first group to find all its members wins.

A SAMPLE JUNIOR YOUTH CAMP SCHEDULE

7:00	Wake up	
7:30	K.P. Team before breakfast report to kitchen	
7:45	Flag raising	
7:50	Breakfast (After breakfast K.P. Team first in line)	
8:25	Clean up time	
8:45	Singing, roll call, etc.	
9:00 - 9:45	Classes	
	Group I	Rural Power
	Group II	Communication
	Group III	Conservation
9:45 - 10:00	Supervised play -- Co-op Store open	
10:00 - 10:45	Classes	
	Group I	Conservation
	Group II	Rural Power
	Group III	Communication
10:45 - 11:00	Supervised play	
11:00 - 11:45	Classes	
	Group I	Communication
	Group II	Conservation
	Group III	Rural Power
11:50	K.P. Team before dinner report to kitchen	
12:00	Dinner (After dinner K.P. Team first in line)	
1:30	Announcements, singing, roll call	
1:45 - 2:30	Creative art or craft	
2:30	Outdoor games, teasure hunts, swimming	
3:45	Lunch -- Co-op Store open -- Rest time	
4:15	Program practice -- outdoor sports	
5:50	K.P. Team before supper report to kitchen	
6:00	Supper (After supper K.P. Team first in line)	
7:15	Singing, roll call, etc.	
7:30	Special program -- guest speaker, numbers by campers	
8:30	Recreation	
9:30	Lunch	
10:00	Lights out and quiet!	

We organized the

at our

on

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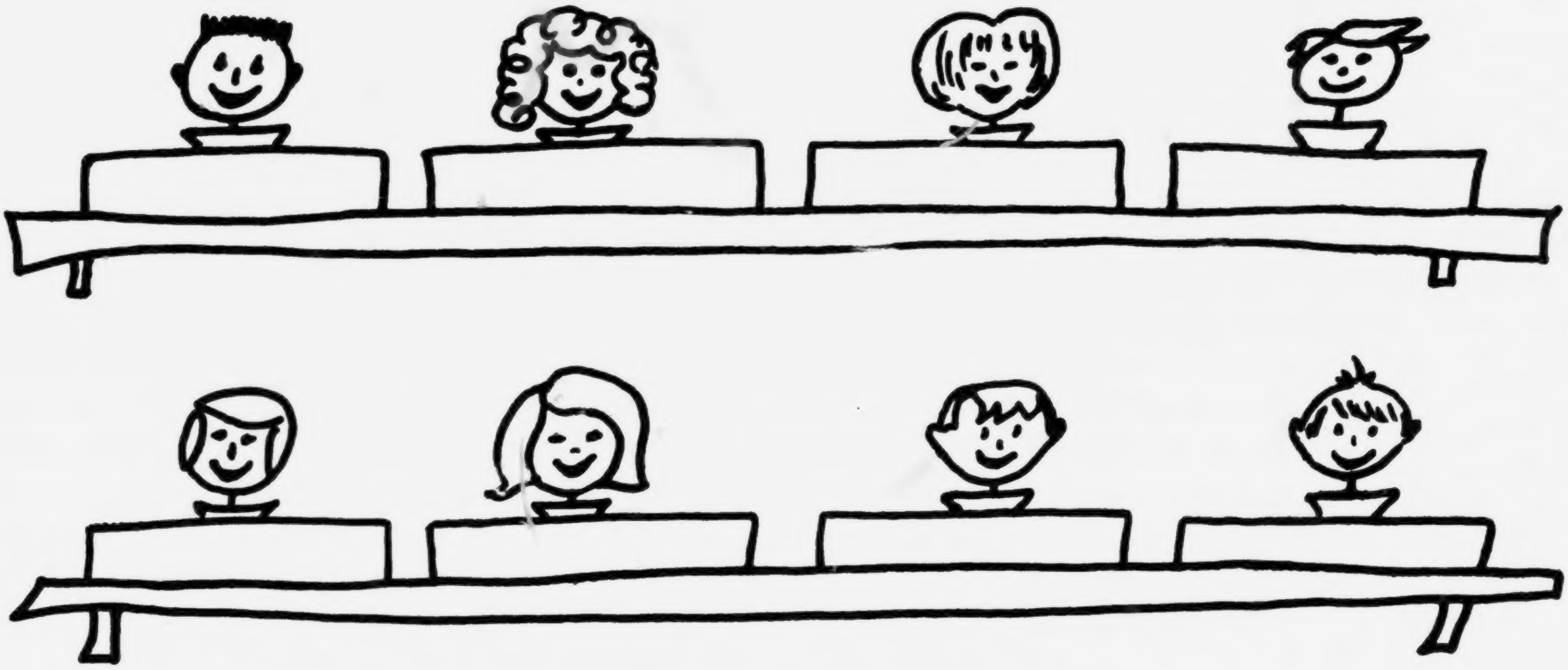
_________________________ was the president of our Board of Directors.

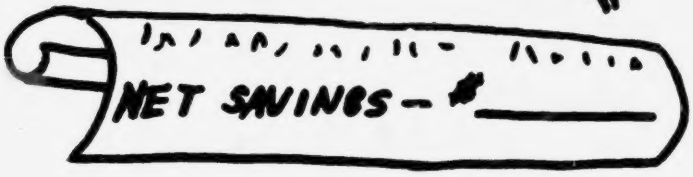
Other Board members were:



Our manager was

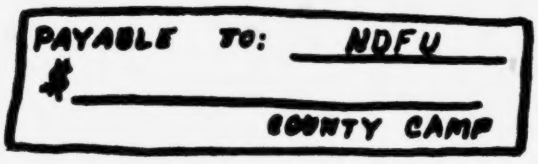
_________________________ .

We made



in our Co-op store.

We paid



in Educational Funds.

RURAL POWER

STATISTICS
POPULATION DATA
RURAL-URBAN POPULATION GRAPH
RURAL MIGRATION CHART
U.S. CENSUS
RURAL COMMUNITIES, FAMILY FARMS, AND SMALL TOWNS ARE ON THEIR WAY OUT !!

According to statistics, rural people are constantly migrating from the farms and small towns to the large cities. Some statisticians predict that family farms and small towns will soon be a thing of the past.

Let's hunt up one of these so-called expert statisticians and visit with him about our rural community and trading center.

Here we are in the congested skyscraper section of a large city. We look in an office directory to find the location of the "experts" office. We go up to the fifty-third floor of the Conglomeration Public Building and walk down the hall to Room 53-D. We walk into an office that is jammed with numerous charts and graphs illustrating zillions of statistics.

Upon entering we find the "expert" bent over a complicated looking chart with multitudes of lines and figures. He glances up from his work when we enter the room and appears to be quite annoyed by the interruption. "Yes?" he asks very shortly.

You say, "We'd like to invite you out to our small town so you can see what it's like."

"To a what?" He adjusts his glasses and looks at you in surprise.

"To our small town..."

"You mean there still is a small town left?" He frantically starts to scramble through a big pile of papers on his desk.

"Well, yes. It was still there when we left."

"I can't believe it. I've been predicting the death of every small town and rural community for at least ten years, so they must be dead or dying."

You goggle at him as he yanks some graphs out of a drawer.

"See?" He waves a graph at you. "It shows right here that every small town has to disappear. This red line goes right down off the page." He pouts at you, "Besides, if they don't die off, my prediction will be wrong."

"But we like to live on our family farm and do business in a small town..."

"No, you don't. You can't. Here, let me show you." He pulls a map down with a snap. "Look at this. I insist that there will be one town in this region, and one town in this other region, and one town in this... no, I think I'll eliminate that town too. All the land in these regions will be part of one gigantic farm. There won't be any reason to have a town over here. You see?"

You shake your head. "But we want to live where we live."

"Well, you can't! Rural communities are dead, you know."

"What if we disagree with you?"

"Don't be silly. Nobody disagrees with an expert. If I show on my graphs that you're dead, then you're dead. It's that simple."

"It isn't that simple for us," you say quickly.

He looks pityingly at you. "All I have to do is tell the Governor that you're dead, and tell business and everyone else who listens to me that you're dead, and that makes you dead. Nobody can argue with a graph." He smiles triumphantly as he carefully piles the graphs back on his desk and sits down.

You wonder what to say next. You start, "If you ever want to see why we prefer living in a rural community, I'd be glad to show you..."

He picks up his pen and begins to write. Then he darts a quick glance at you. "If I didn't know you were dead, I'd think you were standing there." He nods his head at his shrewd observation, and starts to write again.

You can't argue with the red line that slides right down off the graph so you turn around and walk out of that ivory tower.

Then you start to wonder what would happen if the red line on that graph was turned upside down by mistake....

To some people, rural America means only the "farm problem" ... too much production, too little income, and high government payments. They think mostly about the deserted farm buildings, the disintegrating small towns, and the hordes of weather beaten farmers migrating to the cities in search of employment.

But to others, rural America means a healthy, happy life of working in the open air with living things on the land. It is a way of life where your neighbors are not strangers, friends cooperate and help each other frequently, and the whole thriving community participates in social activities.

Not all inhabitants of rural communities are farmers. In fact, according to the 1960 census, less than one third of them are farm people.

Total rural population	54,000,000*
Rural farm people	15,600,000*
Rural non-farm people	38,400,000*

*rounded-off figures from 1960 census

The rural non-farm people include those who live in the country but have urban jobs, are self-employed, are unemployed, or are retired.

To make our rural community complete, we must also include another 20,000,000 people who live in the small towns throughout our rural areas. These towns depend on the farmers for their existence, and in turn the farmers depend on the local businessmen for their farm supplies and services. Thus, rural America includes a cross-section of the population in the United States. Nevertheless, the people of these rural communities are tied together by common interests -- economic, social, and geographic.

First, let's consider the farmer's economic situation.

Numerous times throughout the history of our nation, farmers have united their efforts and formed organizations to protect themselves from extremely low prices on what they had to sell, high prices on what they had to buy, high freight rates, high interest rates, and unfair dealers.

One of these farm organizations, the Farmers Educational and Cooperative Union of America (Farmers Union) was organized in 1902 in Point, Texas. It was started primarily through the efforts of Newt Gresham who was working strictly for the welfare of the farmers. He knew that farmers had to have a strong organization to get lower interest rates, true weights and grades, and a square deal in selling their products.

The Farmers Union members set up cooperative cotton warehouses to hold their product off the market and force the prices up. Cooperative stores and cotton gins were also built, but most of these early cooperatives were unsuccessful. Too many farmers couldn't or wouldn't stick to their agreements, and the members became angry at each other. Other farm organizations were also trying to form cooperatives. Like Farmers Union, many failed at first; others were successful.

During this same period, many of the European immigrants who came to America to start a new life settled in the agricultural states. Building cooperatives was nothing new to many of these immigrants. The experience they had working with cooperatives in their home countries helped them become leaders in successfully building Farmers Union elevators, oil companies, creameries, livestock marketing associations, grocery stores, and all sorts of other cooperatives.

Dedicated Farmers Union leaders and loyal members helped build successful patron-owned cooperatives and strong state organizations that worked together to help preserve the rural communities. One of these dedicated leaders, Charles S. Barrett, the National Farmers Union president from 1906 to 1928, led the Farmers Union to prestige and respect in Washington, D.C. by constantly seeking good legislation and trying to defeat bad legislation for farmers.

One of the results of the Farmers Union's fight for farm legislation was the Agricultural Marketing Act passed in 1929 to provide $500,000,000 for loans to cooperatives. Many cooperatives were started with the use of these federal funds, because the farmers could not raise enough capital by selling shares. These loans were made on a long-term basis with low interest rates.

The first of these semi-governmental cooperatives were the Federal Land Banks. They were originally financed 100% by the federal government and are now owned and run by their own members. The Production Credit Association and the Banks for Cooperatives were set up in much the same way.

The rural electric cooperatives, which also receive government loans, have done more to improve the living conditions on the family farm than any other single thing. In 1930 less than 10% of America's farmers had access to electric energy. The investor-owned power companies did not want to serve rural areas, because power lines were costly to set up and there would be so few customers per mile of line.

Under President F.D. Roosevelt's administration, the Rural Electrification Administration was set up in 1936. Through this, Congress authorized federal loans to be granted to cooperatives to build transmission lines to farmers. Hundreds of local cooperatives were set up by the farmers under government supervision, and in a few years these cooperatives provided 90% of the farms with electricity.

Besides providing the rural areas with electric service, the rural electric cooperatives have been a "yardstick" to measure the actual costs of both generation and distribution of electric energy. They have also given more business to appliance dealers, electricians, lumberjacks, miners, and factory workers thus improving the nation's economic conditions.

In recent years farmers have also been serviced by rural telephone association cooperatives. These also receive financing through government loans just as the rural electrics do. These semi-governmental cooperatives are controlled by the patron-owners, but they tend to be more manager-oriented than other forms of cooperatives.

All cooperatives hold annual meetings where the members have equal opportunity to voice their opinions and vote on the policies and the operation of their cooperative. The members elect their board of directors who in turn hire a manager to run the business. Active members attend the annual meetings and keep themselves well informed about the operation of their cooperative.

DISCUSSION QUESTIONS

1. Why are rural people moving into the cities?
2. How will life be different for them there?
3. Why do you think the "expert" predicted that rural communities would disappear?
4. What does "rural America" mean to you?
5. How is living in a rural area different from living in an urban area? Give your reasons.
6. Why do farmers need a farm organization?
7. What do we mean by a "grassroots" organization?
8. Why didn't the early farm cooperatives work?
9. Is it impossible for our Farmers Union cooperatives to fail now that we have them built? Give your reasons.
10. How were the European immigrants helpful in building our cooperatives?
11. How have these cooperatives helped preserve rural communities?
12. How did Charles S. Barrett help the Farmers Union?
13. Does the Farmers Union still work for good legislation? How? What do we call people who go to Washington, D.C. to ask for certain legislation?
14. What is a "semi-governmental" cooperative? How do they differ from other cooperatives? How are they like other cooperatives?
15. In what ways did the REA improve living conditions on the farm and the whole American economy?
16. Why is the annual meeting of a cooperative so important to its members?

Although the local cooperatives were successful, they were limited in the benefits they could provide for farmers, so regional cooperatives were built. In 1911 the first cooperative terminal elevator, the Equity Cooperative Exchange, was built in St. Paul, Minnesota, and was managed by M.W. Thatcher.

Since the private grain dealers did not like the idea of the farmers selling their grain to the flour mills through their own terminal, they did everything to make the cooperative fail. By 1926 the Equity Cooperative Exchange could no longer stand alone, but it joined another group to form a new cooperative, Farmers Union Terminal Association, later to be known as the Farmers Union Grain Terminal Association. This has now grown to become the largest marketing cooperative in the world.

Another regional cooperative, the Farmers Union Central Exchange, also with headquarters in St. Paul, Minnesota, was started in the 1930's to give farmers a fairer deal in buying oil, gas, and tires. Farmers needed these products for their tractors and trucks whether or not they had a good crop, so many patronized their local cooperatives where they knew they were paying a fair price.

The Farmers Union Central Exchange grew and became even more prosperous in the 1940's when the farmers were buying more petroleum products, fertilizer, machinery, and other farm supplies. Now this regional cooperative has its own oil refinery at Laurel, Montana, and even drills its own oil wells.

Farmers Union Marketing provides cooperative marketing services at two of the top livestock terminal markets in West Fargo and South St. Paul. Just like other cooperative employees, the Farmers Union Marketing personnel work for the best interest of the livestock producer.

The Farmers Union Life Insurance Company was started in 1937 through the efforts of James G. Patton, who was later elected president of the National Farmers Union. This proved to be very successful, and within ten years the Farmers Union members were asking for another company of their own to insure their cars, farm buildings, machinery, accidents on the farm, etc. Farmers Union members in several states raised funds and organized the National Farmers Union Property and Casualty Company.

Like a number of other groups of people with common interests, many Farmers Union communities have organized their own Credit Unions. The early credit unions in Germany and Belgium were organized among people who were too poor to qualify for bank credit, and whose savings were so small that banks did not want to bother with them.

The purpose of a credit union is the same now as it was then. Basically, a credit union is a group of people with something in common who agree to save money together and lend money to each other when someone is in need. Like other cooperatives, the Credit Union is also a "yardstick" in the community for measuring interest rates on loans and savings.

All these cooperatives together make up a potent force we could call RURAL POWER. The cooperative elevators, creameries, and livestock marketing association market the farmers' products. The consumer cooperatives such as the oil companies, grocery stores, and lumber yards furnish supplies. The mutual insurances, credit unions, rural telephones, and rural electrics are service cooperatives.

Without farm organizations such as the Farmers Union and the cooperatives, rural America might have died years ago. Perhaps the "expert" with all his graphs, figures, and little red lines didn't realize how effective the Farmers Union and the cooperatives could be in saving the family farmer and rural America through this RURAL POWER.

Let's visit this "expert" once again to find out more about his little red line theory. This time we meet him in a popular lunchroom during his noon break. Luckily we spot him sitting alone at a table in the far corner of the room.

"Excuse us, sir. May we join you at this table?"

"Huh? Oh, it's you again!" he moans. "Very well, sit down."

"Thank you, sir."

"But don't plague me with facts about your small town. It's still dead, you know."

We begin to eat our meal in silence since the "expert" evidently doesn't feel much like discussing our rural community. Finally you get up courage to ask, "Sir, why does your little red line slide right off the page?"

All of a sudden he slams his fork down on his plate and glares at us for being such pests! "Why? You have to ask why?" He forces a laugh.

"Well, sir, I..."

"Haven't you learned anything about our American economy?"

"Well, yes, sir, but..."

"Okay, I'll explain it to you briefly if you promise to get off my back. First of all, farm prices have been going down for the last twenty years. Right?"

"Right!" you answer in agreement.

He continues, "And prices of farm machinery and supplies have been going up. Right?"

"Right!"

"Now I know farmers are producing more than they did twenty years ago. In fact, if we were as far ahead in the space race as we are in agriculture, we would be running a shuttle service to the moon by now; but nevertheless, many farmers just can't make ends meet. According to my statistics, over a million people are leaving the farm every year. Right?"

"I guess so." You don't dare disagree with an expert!

"The only way to stay in the farming business is to have some other income on the side. Take the corporations for instance, they have an abundance of extra income to spend on an experimental basis. Then if they lose money in farming, they can just deduct their losses from their other income when they pay their taxes. This is going to be the only way to farm."

"But what will happen to my dad and the other farmers in our community?" you inquire.

"That's simple," he snorts, "Your father could live in the temporary housing complex and work for the corporation during the summer. Your family couldn't live in those crowded and unsanitary conditions, so you would live in the city. During the winter your father could work in the city in a factory owned by the same corporation."

"But who will buy groceries at Nelson's Food Mart and clothes at Miller's Clothing Store?" you wonder.

The expert shows his teeth in a wide grin. "That's where the little red line slides off the page!"

Just then you remember that the people of North Dakota voted to outlaw corporation farming in your state. Your face brightens up as you say, "That can't happen in North Dakota, sir. We don't allow those big corporations to farm there. See, we will keep our family farms and small towns!"

"Don't fool yourself, kid! Just keeping out the corporation farms won't save your precious rural communities. You small farmers can't possibly last much longer. You will have to sell out to the big operators some day. Nothing can save the small farmer!"

"Oh, but, sir, my dad says something is being done already to help us. Some of our senators are working hard to pass laws that will limit the subsidy payments big farmers receive from the government. Pretty soon they won't even be able to deduct their farm losses from their off-the-farm income for tax purposes. So you see, that will keep some of the big farmers from getting even bigger and will discourage the businessman from entering farming. We will still keep our family farms and small towns. That little red line won't slide off the page after all!"

After stuttering and stammering for a bit, the "expert" once again gets a gleam in his eye. "Have you heard of Litton Industries, kid?"

"Why, yes. Someone mentioned that at our last local Farmers Union meeting, but what does that have to do with the little red line?"

He chuckles, "This conglomerate corporation has recently taken an interest in agribusiness. They will build a network of farm supply shopping centers all over your state and several others. Here at these high complexes the farmers will sell their products, buy their farm supplies, buy their groceries, buy their lumber, buy their gas, have their bank accounts, and get their loans. Who will bother going to any small towns when they can get all they want under one roof? Who needs any two-bit towns?" His eyes twinkle in delight as he proves his prediction will still come true.

Without giving you a chance to answer either question, the "expert" hastily excuses himself from the table and rushes back to his office of statistics.

You wonder if the farmers will actually patronize the new farm supply shopping centers and let their friends in town get run out of business. You know this new shopping center will do a lot of advertising and probably offer some great sales to get the farmers' business. You leave the lunchroom wondering how you can help save your rural community -- and keep that little red line on the page.

We have an organization whose main concern is preserving rural America -- the Farmers Union. It has also been striving for civil rights, better education, public health policies, conservation of our natural resources, world democracy, Peace Corps, small businessmen, and labor unions.

Farmers Union encourages the farmers to seek closer economic and social interrelationships with the businessmen in their local trading centers. It also supports legislation that protects small businessmen from the encroachment of monopolistic big business.

Farmers and laborers have many mutual problems and interests; therefore, our two unions have often supported each other's programs. Jim Patton, former president of National Farmers Union, fought vigorously for the Labor-Relations Act in 1946. This is similar to the Agriculture - Relations Act.

North Dakota Farmers Union fought against the Right to Work Law in our state legislature because it was not in the best interests of laboring people. The law would not permit labor unions to have a "closed shop". This term simply means that all employees in the shop must be members of the union. Since labor unions work for benefits for all employees, the non-union employees get a free ride at the expense of those belonging to the union.

Whenever laborers or farmers unite, they can be much more effective in achieving their goals. Their unions are weakened by the "free-loaders" who refuse to join but reap the same benefits.

Our nation is now faced with a much more serious problem than most people realize. The monopolistic conglomerates of our society are a threat to farmers, laborers, small businessmen, and free enterprize. Unless these latter groups get together and support each other, they will end up fighting among themselves and will accomplish nothing. Meanwhile, the corporate structure will have free rein to do whatever is profitable for itself at the expense of our entire economy.

By working together, we do have the "tools" to save rural America and our American economy. However, a tool is valuable only when it is used. If farmers, laborers, and small businessmen would join forces, they could harness the horsepower of the corporate giants and keep the wealth in the hands of the people.

DISCUSSION QUESTIONS

1. How did the regional cooperatives help the local cooperatives give farmers a better deal?
2. In what ways have these regional cooperatives expanded since they were formed?
3. How do we know the Farmers Union members were well satisfied with their Life Insurance Company?
4. Why were credit unions started? Are they still important? Give your reasons.
5. What are the three kinds of cooperatives? What effect have they had on rural America?
6. What lesson in "American economy" did the "expert" teach?
7. According to this "expert", what will be the only way to farm in the future?
8. What is being done to protect the family farms in North Dakota?
9. Will Litton Industries endanger the small town businessmen? Give your reasons.
10. What are the goals of the Farmers Union?
11. What is a "closed shop"? Is it a good policy? Give your reasons.
12. In what ways is the conglomerate structure a major threat to our nation?
13. What can be done to control the giant corporations?
14. What does RURAL POWER mean to you?

COMMUNICATION
RENA

a process by which

We speak, we write, we touch,

We gesture, we smell, we see,

meanings are exchanged

We express, we sing, we dance,

Are there any other ways for messages
to pass from you to me?

WHY COMMUNICATE?

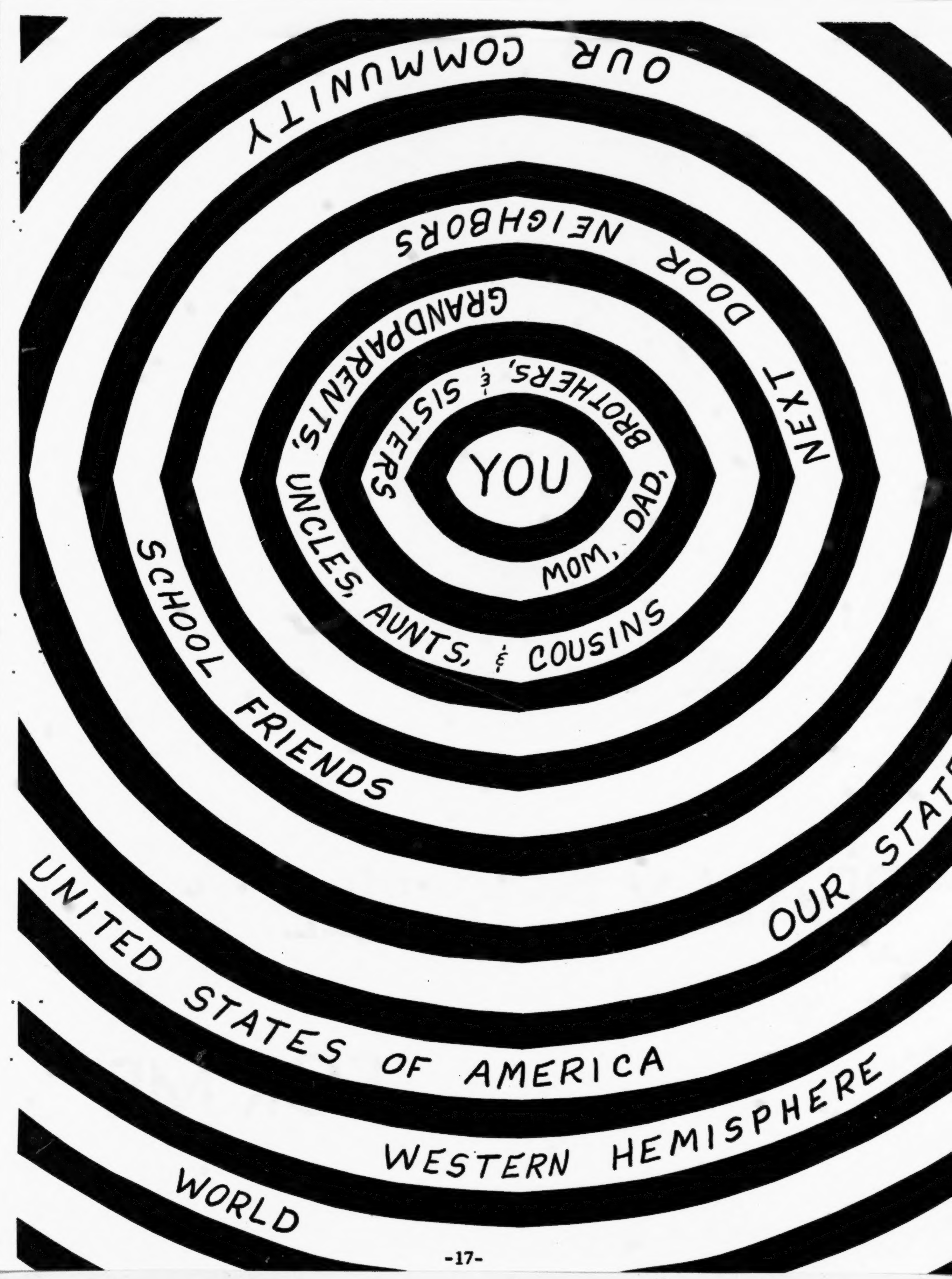
To develope a true sense

of brotherhood

and understanding

Communication makes the difference between friends and strangers.

---- To ever widen our circle of understanding


YOU
MOM, DAD, BROTHERS, & SISTERS
GRANDPARENTS, UNCLES, AUNTS, & COUSINS
NEXT DOOR NEIGHBORS
SCHOOL FRIENDS
OUR COMMUNITY
OUR STAT
UNITED STATES OF AMERICA
WESTERN HEMISPHERE
WORLD

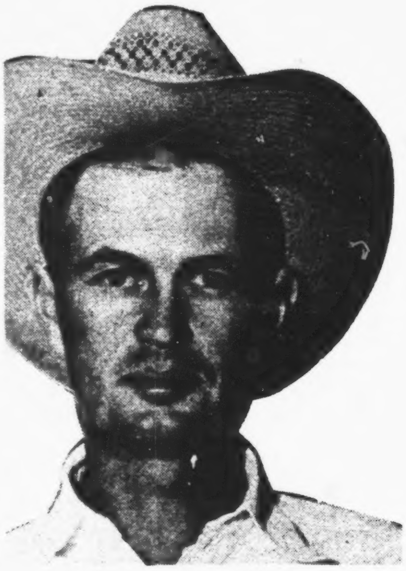
IS IT

REALLY POSSIBLE

FOR ME

TO

COMMUNICATE

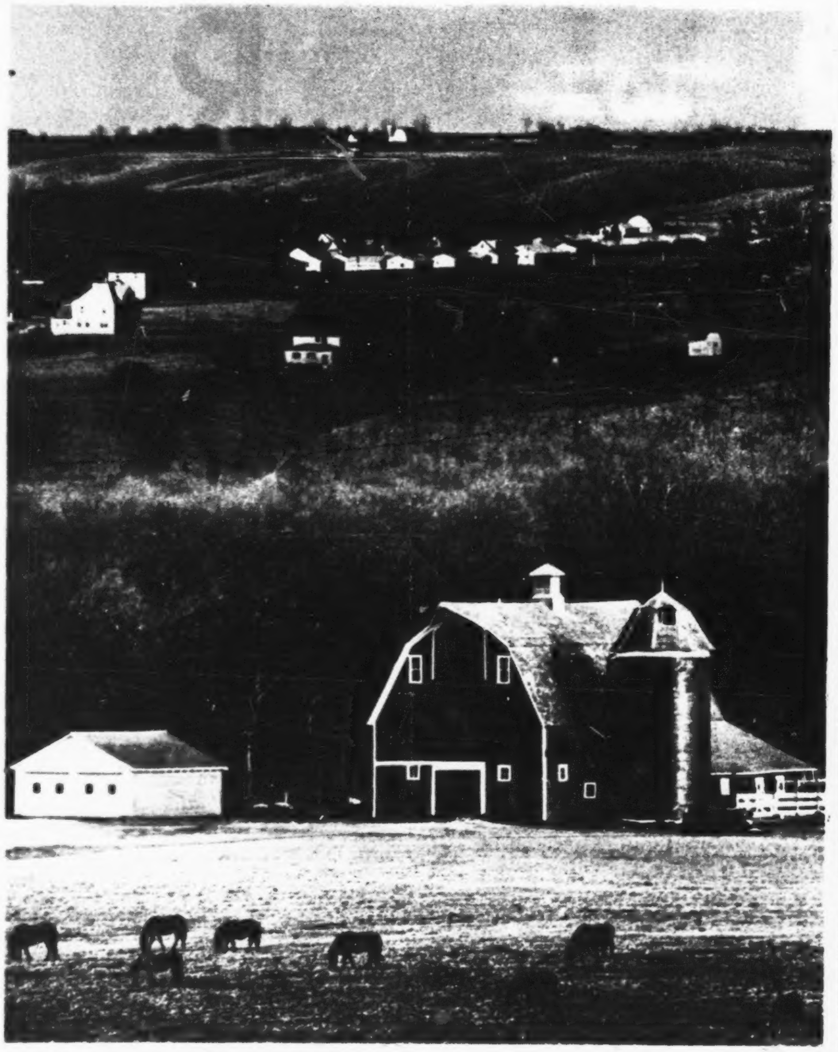


WITH ALL THESE

PEOPLE?

"Help us to see persons,
not a black person
or a white person,
a red person
or a yellow person
but human persons."

-Malcolm Boyd



THE NEED IS GREAT

litter scattered along the river bank across from state capitol at Bismarck

Sad little house
on the prairie,

Why do you stand
there alone?

Gone are the people who built you.

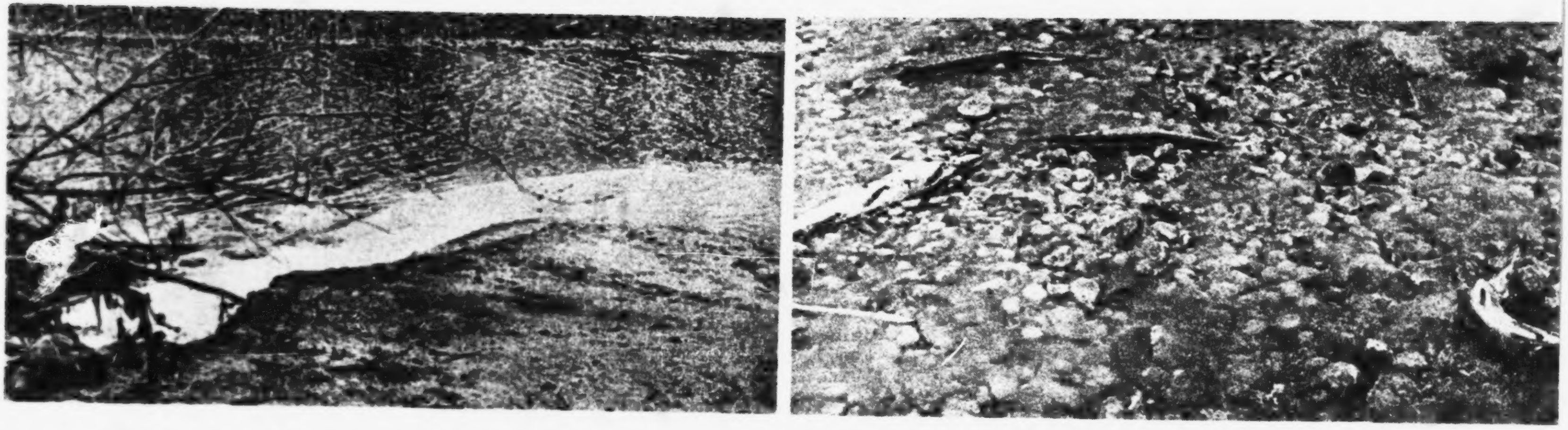
Whither and why
are they gone?

-Snorri
Thorfinnson

Rural decay . . .

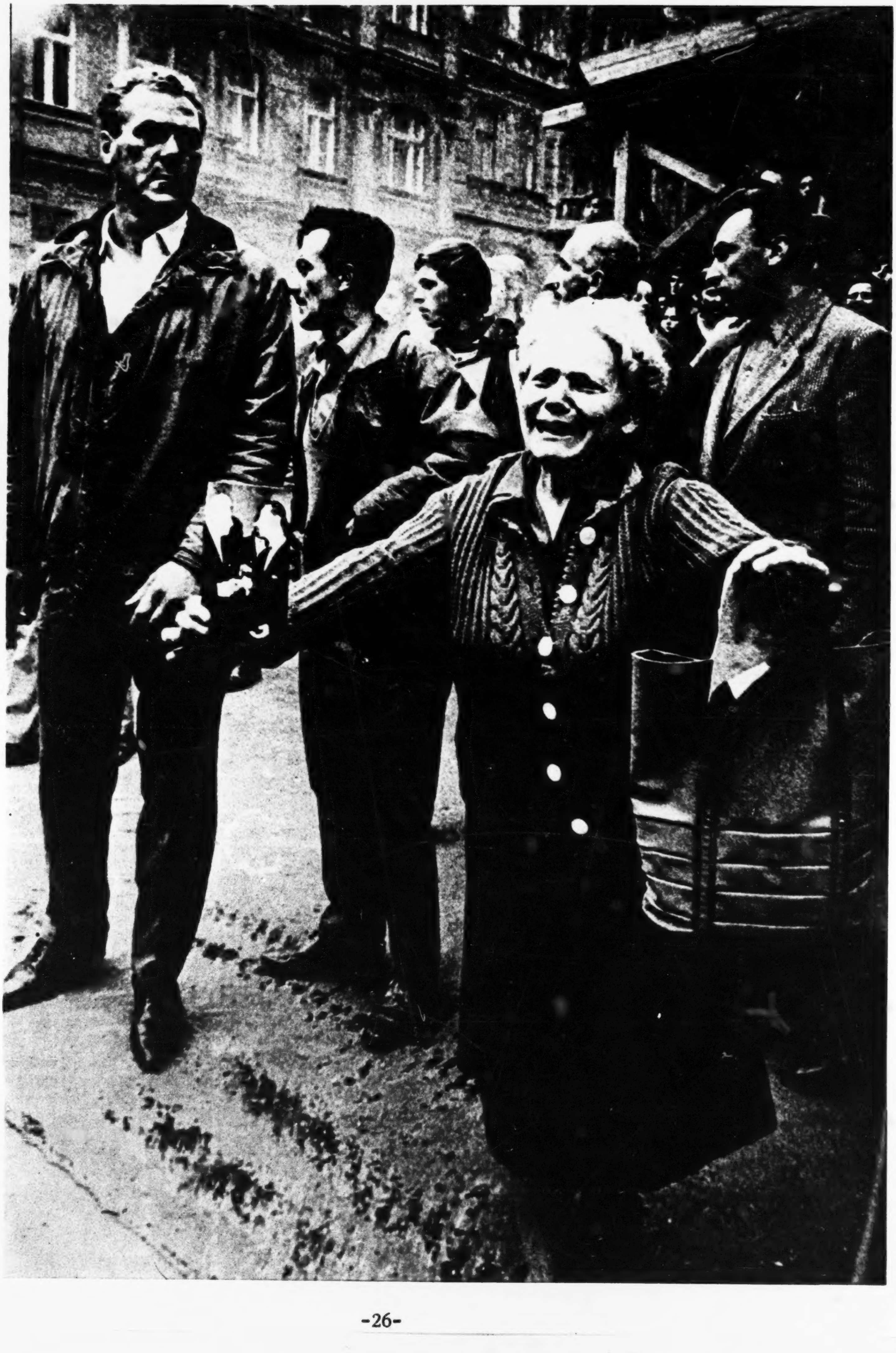
GIRL SUFFERING FROM MALNUTRITION

Whole groups of people who's only crime is the color of their skin are condemned to a life of poverty.



raw sewage drains into a North Dakota river . . . . .while down stream fish die of pollution

. . . combine with urban squalor and explosion.



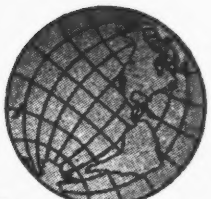
There
is
absolutely
no
inevitability
as
long
as
there
is
a
willingness
to
understand
what
is
happening

(McLuhan - Fiore)
The Medium is the Message

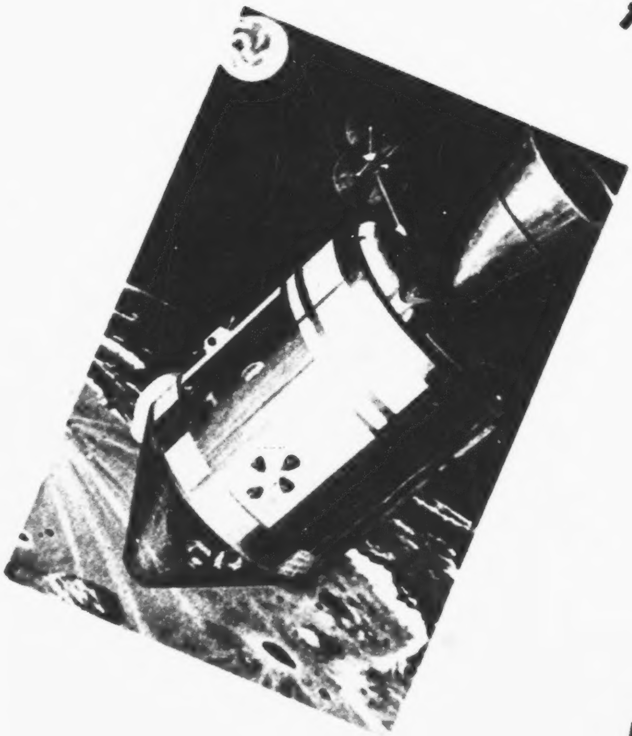
WE'VE GOT THE TOOLS

"Ours is a brand new world...
Time has ceased.
Space has vanished.
We now live in a global village...
a simultaneous happening."

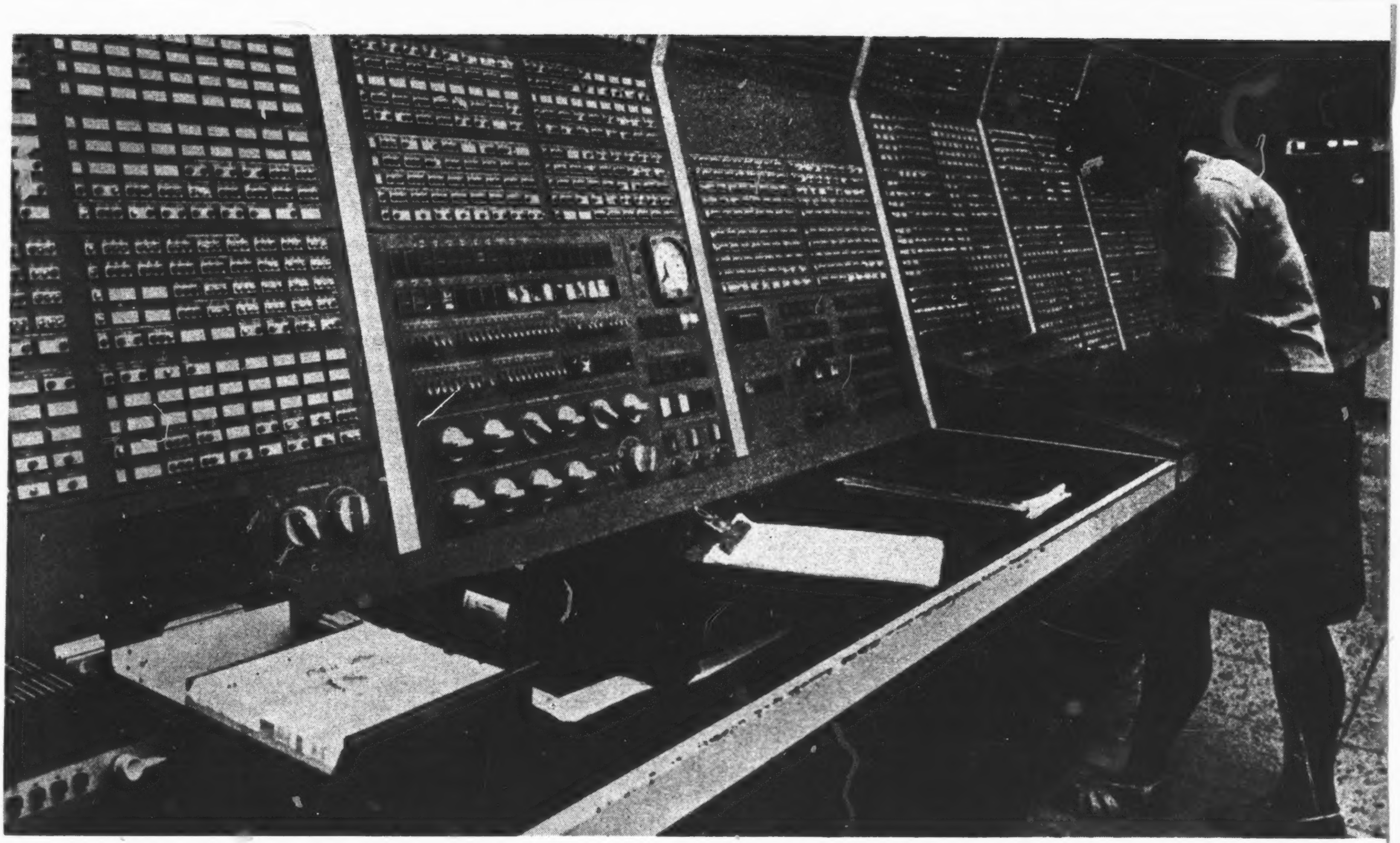
(McLuhan-Fiore)
The Medium is the Message



Worldgram®
INTERNATIONAL WEEK®
FROM THE CAPITALS OF THE WORLD

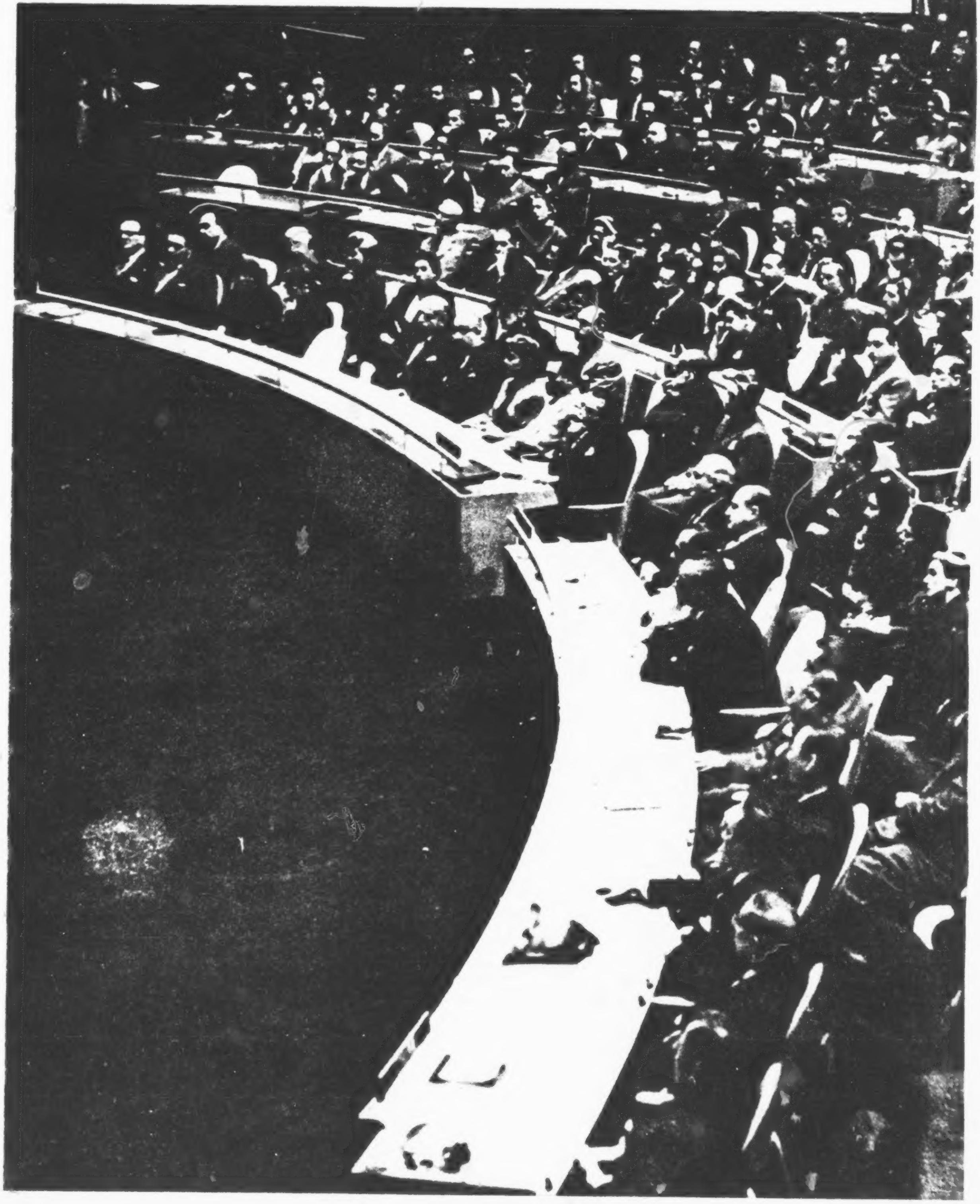


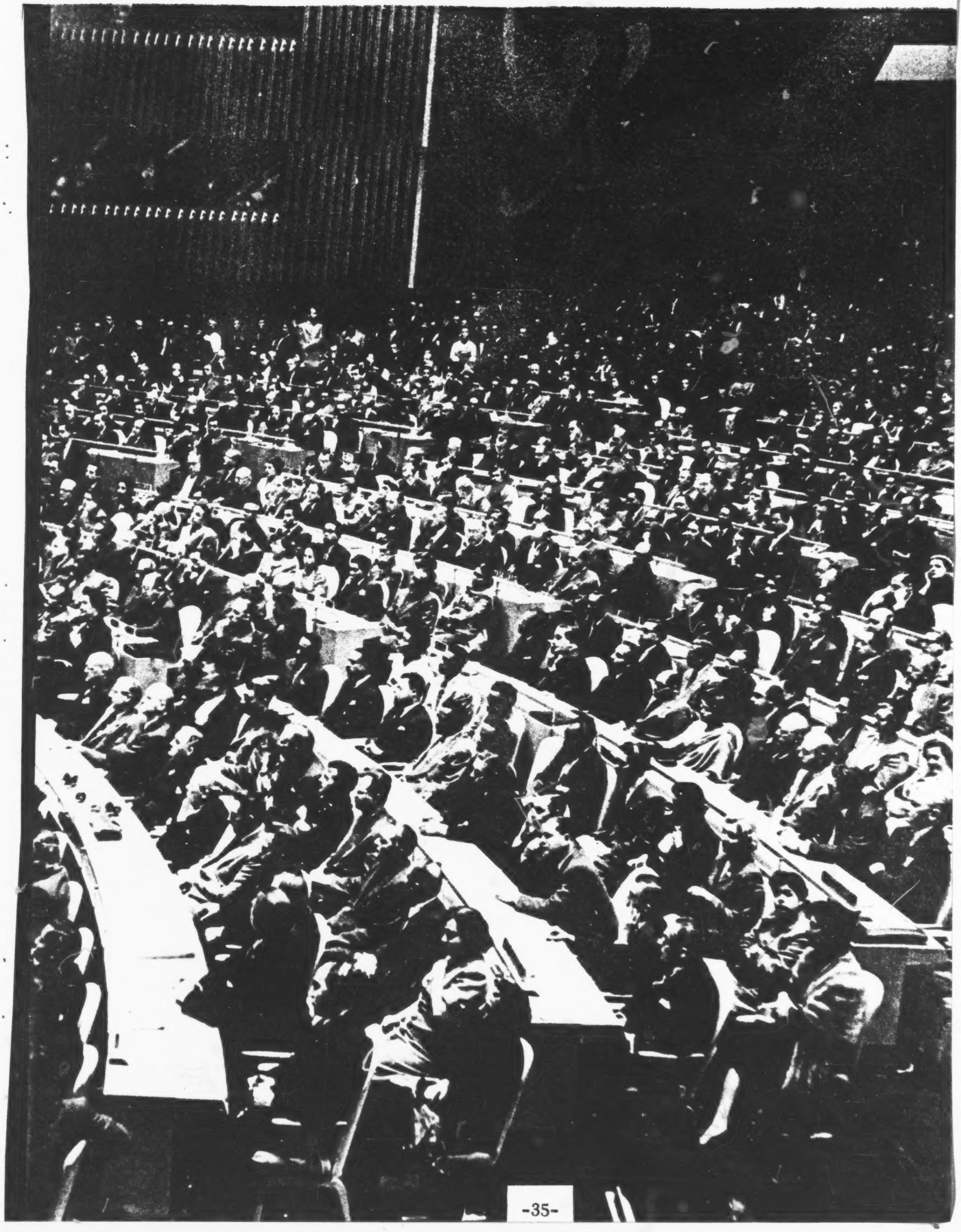
1ST CLASS



We, the peoples of United Nations
Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and
To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small . . .

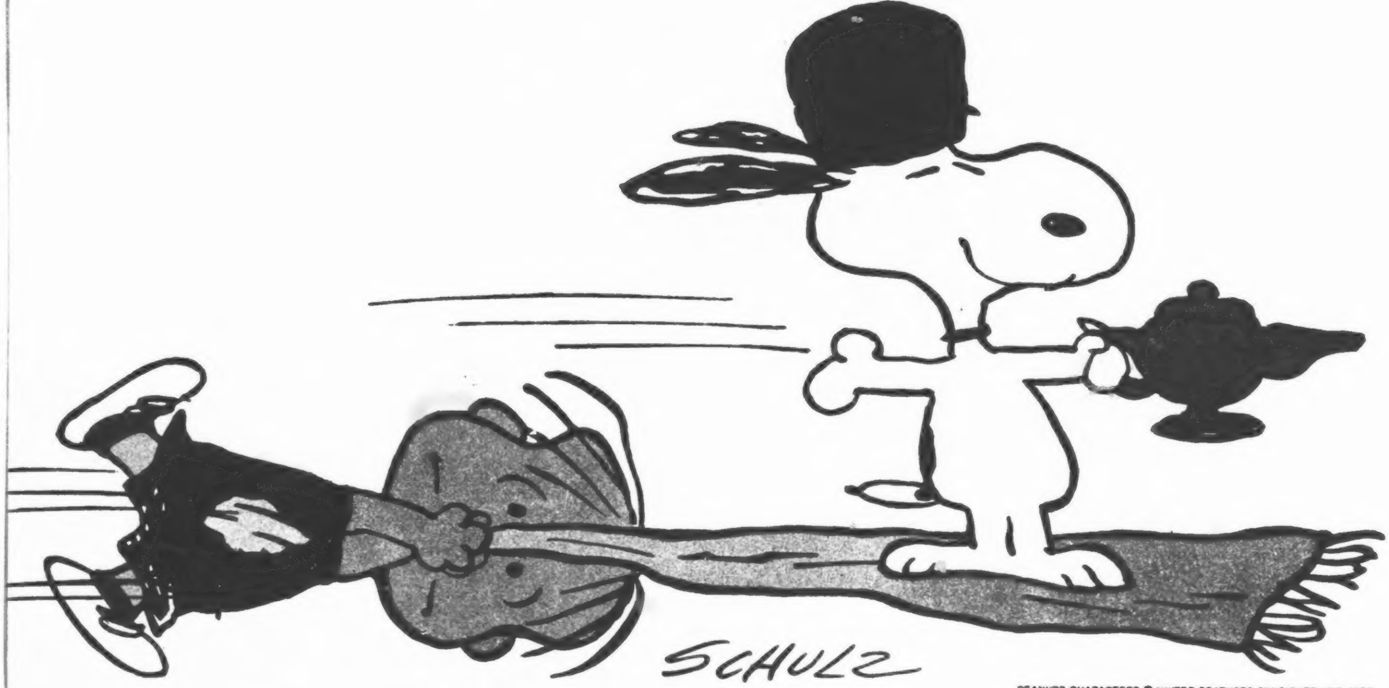
Charter of the United Nations





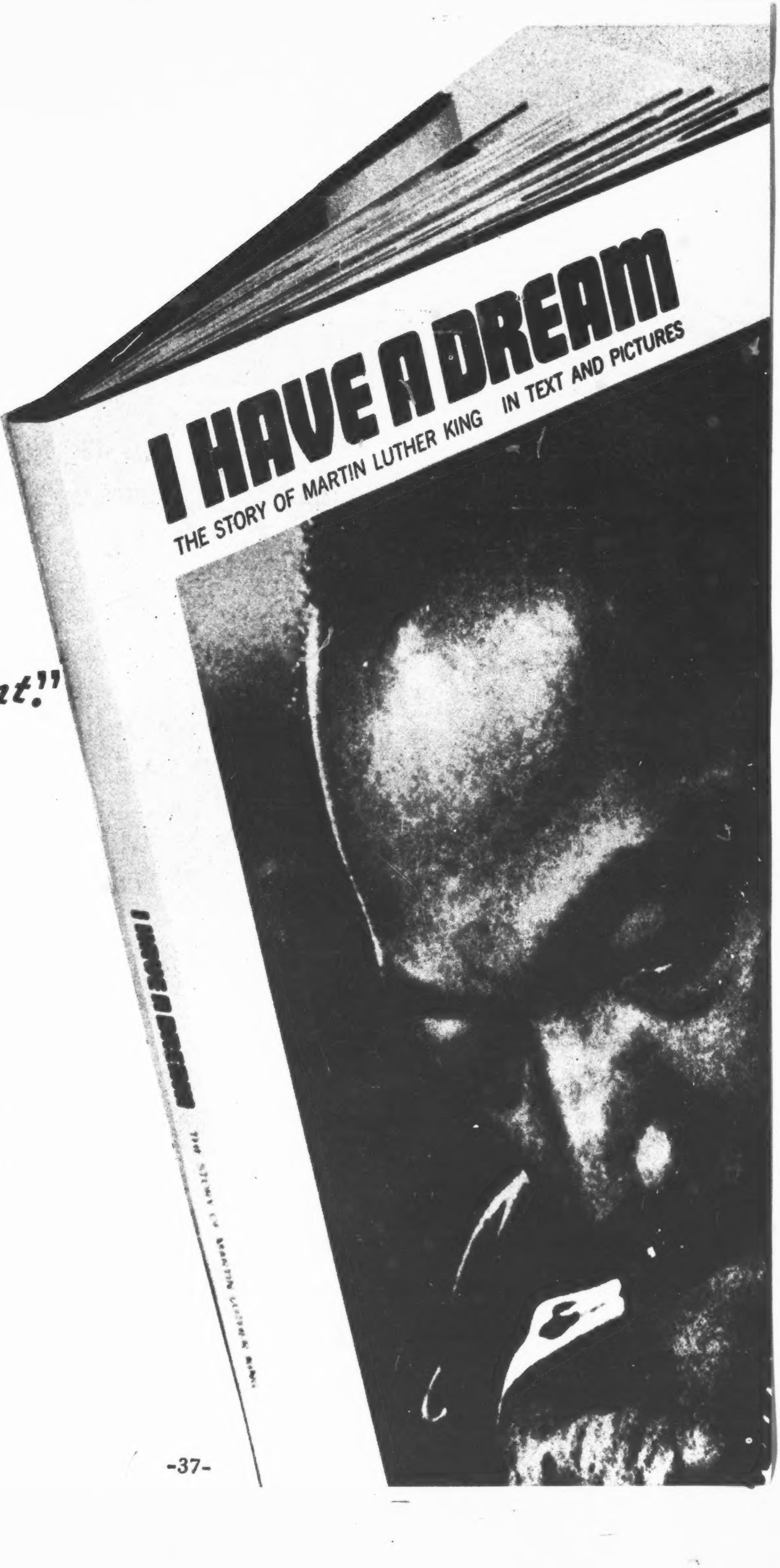
Some people

we admire a lot



PEANUTS CHARACTERS © UNITED FEATURES SYNDICATE, INC. 1960 *have said*

"it is important!"



"Let all those who
have eyes to see, see,
and those who
have ears to hear, hear"

Matthew 13:17

"Are you sure this is fire?"

but sometimes we

misuse our tools.

WE WILL NOT HAVE

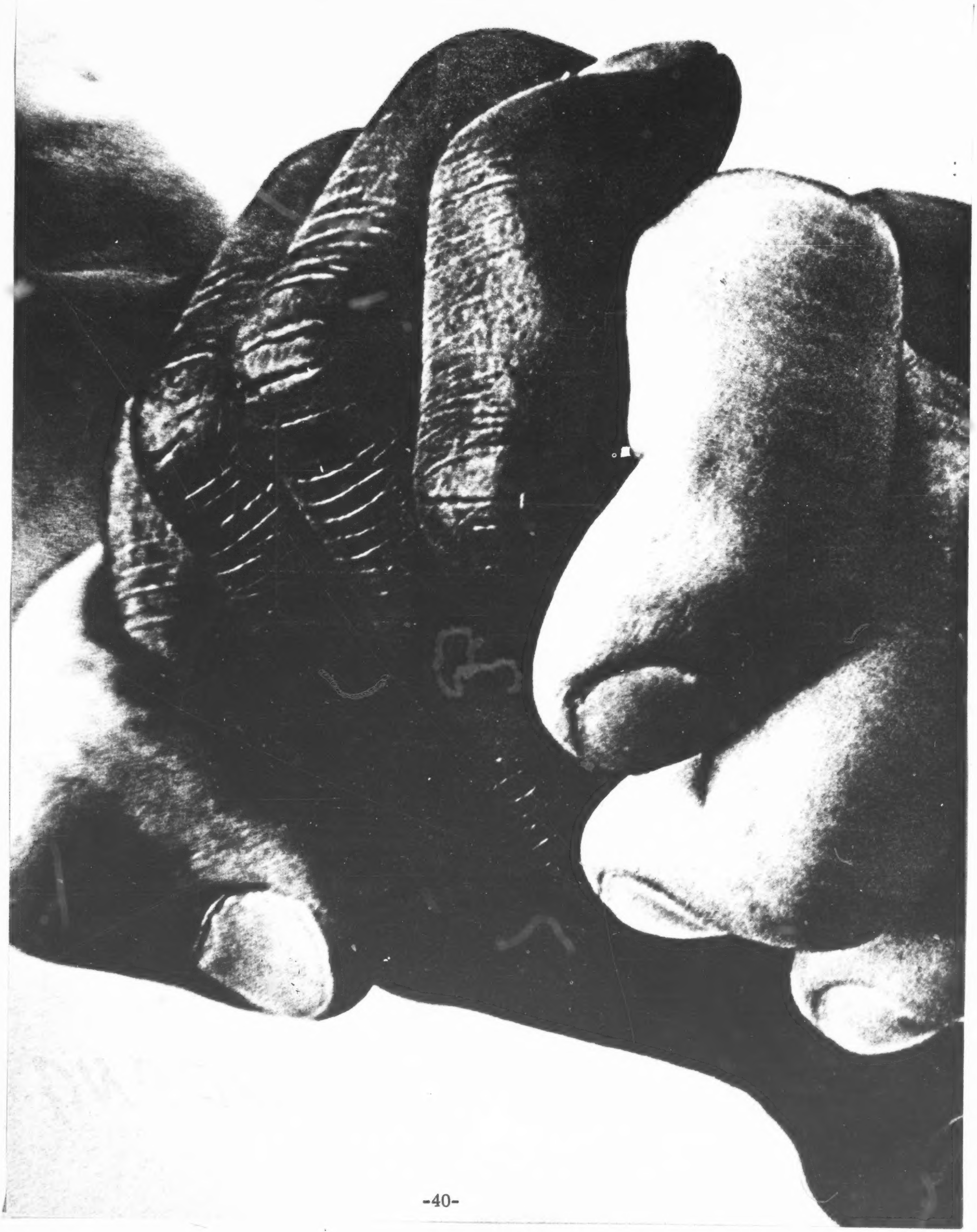
COMMUNICATION AND

UNDERSTANDING UNTIL

WE ARE WILLING TO

HAVE COMMUNICATION

AND UNDERSTANDING.



BLACK AND WHITE

Pounded int our heads Black-and-White. Bam, Bam. Us and-Them. We live together, looking at each other, hating eac other, needing each other—bu rarely touching. The offshoots o slavery lie across our land. Whit denied Black full social justice—an does not now know how to sto denying. Yet the ideological extremes—"Backlash" and "Blac Power"—both spring from the Negro's essentially mild demands Individual rights and group dignity The answer to our "race question" depends on what we are willing t perceive of each other. The ability to bridge this chasm of color is simply the mark of a sensible man The answer, then, hinges on ar urgent, new alteration in the relation of man to man. It asks that we learn to reach out, to touch—and, touching, feel there is no difference.

Look all around you
and see
and hear
and come to know
people --
other people
and especially
that unique person
who is
you.

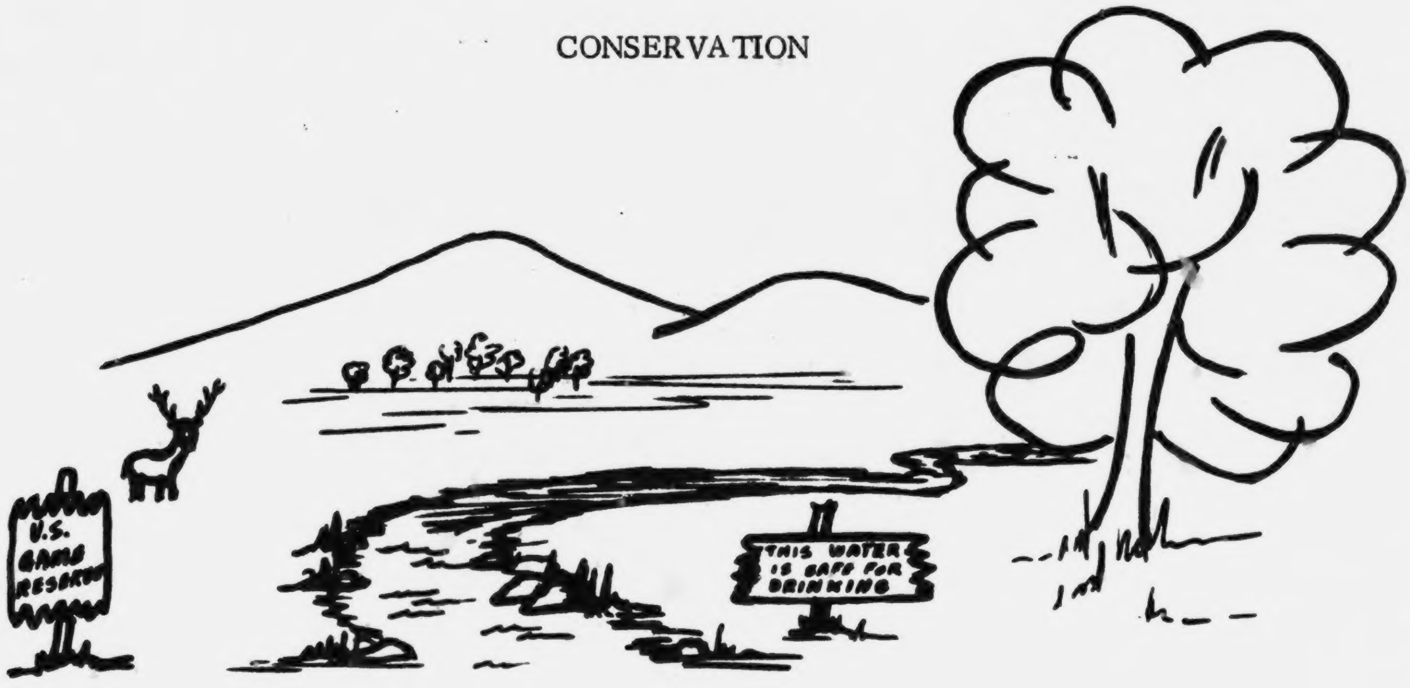
Let the whole world speak to you
of Life
Come Alive
as a person
aware of yourself
of all your talents
your strong points and weak ones
and ESPECIALLY BECOME AWARE OF OTHER PEOPLE

(Awareness-Choose
Life Series
Argus Communications)

2

To improve my communication with others, I will . . .

CONSERVATION



"Land O' Goshen! Will ya take a look at that, Betsy!" exclaimed the young frontiersman to his weary mule. "This has got to be the most beautiful valley in all of God's country!"

Never before had Rusty Morgan ever feasted his eyes on such a masterpiece of nature. The rushing waterfall, the rugged rocky ledges, the fertile green valley, the heavily forested hills, the rippling mountain stream, the abundance of wildlife -- all these wonders of nature were undisturbed by man.

Rusty stumbled upon this valley back in 1819. Let's take a look at that same valley as he would find it today.

Since the mighty waterfall is an excellent source of power, a hugh hydro-electric plant has been built near it. This abundant supply of electricity encouraged five large industries to locate in the valley. Industry needs labor, so a city of nearly 100,000 inhabitants now covers most of the valley. Lumber and pulp mills that were established to provide building materials for the city have stripped many of the surrounding hills of their forests.

Hugh gullies have been washed in the hillsides where the water has carried tons of top soil away into the rivers and streams. The tree roots are no longer there to hold the soil in place during the heavy run-off season.

The once sparkling clear stream is now dirty and has been declared "contaminated" by the Public Health authorities. It became polluted from carrying away the waste materials of the factories, the mills, and the city. Clouds of smoke and soot now replace much of the pure mountain air.

This story has been true of many places in our nation. The American Indians lived on this continent for thousands of years without destroying the natural resources of the land. The white man came to America in the early 1600's and marveled at the abundance of natural resources. For two and a half centuries they used any resources that were available with little or no regard for the future generations. No words of caution were heard. Those people who lived before or during Rusty's time could strike out for new frontiers when the land they were farming became worn out, or the forests were used up, or the streams became polluted, or the air was no longer pure and refreshing.

Now the situation is quite different. The population of our country has increased to over 200,000,000 people. We have no vast frontier lands left where we might go when we use up our limited supply of natural resources. Very few leaders of our country were even concerned about protecting our resources until Gifford Pinchot convinced President Theodore Roosevelt of its importance in the early 1900's.

In a speech given in 1908 President Roosevelt said "The natural resources of the country are in danger of exhaustion if we permit the old wasteful methods of exploiting... The wise use of all of our natural resources, which are our national resources as well, is the great material question today." Roosevelt was the first president to use his authority to promote a national campaign for the conservation of our natural resources.

What does this phrase "Conservation of natural resources" mean? It has been defined in numerous ways, some of which are: 1) the protection, preservation, and wise use of our natural resources, 2) doing the greatest good for the greatest number over the longest period of time, and 3) good citizenship applied to the use of our natural resources.

Let's take a closer look at each of these natural resources to find out how they have been used, why they are necessary, and how we can protect them. First we will consider the forests and prairies of our land.

FORESTS AND GRASSLANDS

Natural forests, shrubs, and grasses once covered a great portion of this country. The mature plants dropped cones and seeds to assure the growth of new forests and grasslands.

Homesteaders were concerned mostly with clearing the land so they could plant crops. Much of the newly cut timber was used for building purposes, but a great deal was destroyed because it was not needed! Acres of sod were broken and turned under whether the land was fertile enough to raise crops yearly or not. Some farmers are still breaking up land on steeply sloping hillsides to get a few more acres of farmland.

Tales about the early lumberjacks are thrilling to hear. People of all ages love to hear about the mighty Paul Bunyan who could chop down more trees in a day than a hundred other lumberjacks all put together. However, these early loggers failed to think about leaving any mature trees that might drop seeds to start new timber growth. Their motto was "cut out and get out", after all, there were countless trees farther west.

At the turn of this century the government owned much of this forested land in the western part of the United States, because few people chose to settle in the mountainous areas. America's first professional forester, Gifford Pinchot, strongly recommended that these federal-owned forested lands be kept by the government. President Roosevelt heeded Pinchot's advise and set aside "forest reserves" which later became known as National Forests and now cover a total of 181,000,000 acres. The U.S. Forest Service was established to care for these forests. Forest rangers protect the forests by planting new trees, treating tree diseases, fighting forest fires, and controlling logging operations.

Many logging companies were bitter about the restrictions placed upon them. It would be much more profitable for them if the forests were left wide open to the ax and chain-saws. Politicians have engaged in heated debates over these forest reserves. Those with logging interests have accused conservationists of catering to bird watchers, dreamers, and poets.

Besides being important as a future supply of lumber, our forests are a part of the majesty and glory of America. Millions of tourists, sportsmen, and vacationers enjoy the beauty of our forests. Imagine driving from Massachusetts to California without seeing a single forest! This might have happened by the year 2000 if our National Forests had not been set aside and protected from diseases, fires, and people.

"Man" is the greatest single enemy of our natural forests. He not only cuts down the trees, but he also starts the majority of the fires that destroy millions of acres of forested lands every year. The chief causes of these fires are smoking, carelessness with campfires, and lightning. Better methods of fighting forest fires and an intense campaign to prevent forest fires have greatly reduced the number of fires in the past 30 years.

In the early 1930's an average of over 40,000,000 acres of forest lands were destroyed annually by fire as compared with about 3,000,000 acres in the early 1960's. Forest fire damage hit an all-time low in 1965 when about 2,650,000 acres were burned. (This is equivalent to the combined areas of the following counties: Steele, Traill, Griggs, Foster, Eddy, and 2/3 of Nelson.) An average of 13,000,000 forest fires are reported every year.

We can help protect our forests and grasslands by carefully taking care of our campfires, keeping public areas free of litter, and letting our Congressmen know how we feel about legislation concerning forests and range lands.

WATER

The second natural resource we will study is water. Nearly three-fourths of our earth's surface is covered with water, yet there is a shortage of fresh water in numerous areas. Most of the earth's water is sea water which contains salt and other minerals to make it harmful to most land plants and animals.

Man could exist on about a gallon of water each day, but he seldom does. Each person in the United States uses on the average of 1,500 gallons of water per day for all his needs, including food production, cooling, recreation, and industry.

"Pollution" is a term frequently used to describe the situation of our water supply. Although steps are now being taken to alleviate this critical situation, pollution problems are becoming more evident every year. These problems are most prevalent in urban or densely populated areas.

The water in our Great Lakes is in a deplorable state of pollution. If man left these lakes entirely alone, it would take Mother Nature 200 years to clean them.

Untreated sewage, pesticides, industrial wastes, storm-water run-off, mine drainage, agricultural land drainage, and discharges from water craft are major sources of pollution. The waters in many recreational areas are being contaminated because of the carelessness of those using them.

The Water Pollution Control Administration of the Department of Interior is working for local and industrial cooperation in fighting pollution. Some states provide grants to cities for the construction of sewage treatment plants in an effort to control pollution. Congress has passed legislation permitting federal funds to be used for controlling pollution.

If we ever hope to rid our waterways of pollution, drastic steps will have to be taken immediately to prevent man from contaminating them even more. Then, with the help of Mother Nature and her water cycle, our rivers and streams might once again be a source of clean fresh water.

Nature's only way of replenishing our fresh water supply is by precipitation--rain, snow, hail, or sleet. In the U.S. we get about 4,300,000,000,000 gallons per day. Some of this precipitation soaks into the ground and the rest runs off the surface into rivers and streams. Plants use some of the water in the soil, and some of it seeps deep into the ground to replenish our supply of "ground water".

Whenever the run-off from a certain area is much greater than normal, we become concerned about floods. Flooding is even more prevalent in areas where farmers have upset the "natural reservoirs" by draining their farmlands. To prevent damaging floods, dams have been constructed on many of our rivers. In 1967 there were 298 new dams built that exceeded 50 feet in height. Besides being used for flood control, these dams are a source of hydroelectric power, urban water supply, irrigation, and recreation.

It must be remembered that large dams can also be detrimental to the immediate vicinity. They cause acres of swamp land and tree-covered valleys to be flooded, thus destroying the nesting grounds of many birds and the natural habitat of many forms of wildlife. Numerous small towns and thousands of acres of farm lands have been completely covered with water. A large reservoir often splits up a rural community and is a barrier between farmers and their local trading center. This has contributed to the dying of small towns in some areas.

Rather than construct a few very large dams on rivers, some conservationists believe we should solve the run-off problem by putting in many small dams on the streams instead. This would slow the run-off to prevent floods, provide many small water ponds for wildlife, prevent huge silt deposits in main waterways, and not disturb the local community.

SOIL

Our next natural resource, the soil, is the primary source of the earth's food supply. Without fertile soil, we would have no land plants or animals as they all depend directly or indirectly on it for survival. Soil is usually found in layers beginning with a hard rock at the base, then porous rock, next a firm subsoil, and finally a loose topsoil layer on the surface. The topsoil contains many minerals and organic materials which plants need in order to grow. The soil depends on plants in two ways: decayed plants help replenish the organic matter of the soil (humus) and the roots of plants keep the soil from washing or blowing away.

In colonial days the farmers broke the sod and planted annual crops on the soil without giving the land a chance to "rest" and restore its plant foods. When they exhausted the soil of its minerals and organic materials, they simply moved to new lands where they continued to exploit the resources of the soil.

Steeply sloping land supported numerous trees, shrubs, and grass until man tried to farm it. Without the sturdy plant roots to hold the soil in place, the land became badly eroded. Hugh gullies were formed as topsoil and subsoil were washed and blown away.

The Great Plains was an immense ocean of grassland until homesteaders turned under the sod and planted crops year after year, robbing the soil of its materials needed for plant growth. The "Dust Bowl" of the 1930's shows us what happens when we don't properly care for our land.

Through the Soil Conservation Service, an agency of the Department of Agriculture, farmers and ranchers have learned better methods of caring for their soil. To prevent erosion on sloping lands farmers are using contour plowing, terraces, and grassed waterways. Wind erosion is being halted by the use of windbreaks, strip cropping, and stubble mulching. The fertility of the soil is being restored by using measures such as crop rotation, summer fallowing, and proper commercial fertilization.

The first soil conservation districts were organized in 1937 to help farmers carry out various conservation programs. Now there are nearly 3,000 such districts covering over 1,700,000,000 acres of land. This is most of the land area of the United States.

Technical research is being done in agricultural experiment stations and in universities to find out how soil can be used more efficiently. They want to be sure the best possible use is made of the land.

DISCUSSION QUESTIONS

1. What is "conservation"?

2. Why did Roosevelt say our natural resources were our national resources?

3. Why is there a need for conservation of our natural resources?

4. What contributions did Gifford Pinchot make to our nation?

5. Do politicians always do what is best for our country? Why or why not?

6. How can we help protect our resources?

7. How can the average person in the U.S. use 1,500 gallons of water per day?

8. What is "water pollution"? What causes it?

9. Which are more beneficial: large dams or small dams? Give your reasons.

10. How do plants protect the soil?

11. What is the purpose of the Soil Conservation Service?

MINERALS

The fourth natural resource we will study is now being depleted at a more rapid rate than ever recorded in history -- our minerals.

We can divide minerals into three groups: 1) metals, such as gold, iron, mercury, and lead; 2) nonmetallic minerals, such as clay, marble, sand, and salt; 3) fuels, such as coal, petroleum, and natural gas.

It has taken millions of years for the earth to form these minerals, and many of them are found only in limited quantities. Minerals have played an extremely important part in the history of man. His way of life depends primarily upon the minerals he has learned to use. In fact, some of the periods of history are named after the minerals man used at that time -- the Stone Age, the Bronze Age, and the Iron Age.

Today we are living in an age of "alloys" or a combination of metals. By combining metals and minerals, man has found he can make new materials that are stronger, more pliable, lighter, and longer lasting than the natural metals. These new materials have given man the incentive to invent new machines and appliances.

More advances have been made by our civilization in the last 70 years than were made in the nineteen centuries before then. We are enjoying thousands of conveniences that were never dreamed of a hundred years ago, because we have put our minerals to much more extensive use.

Nations with a plentiful supply of minerals are regarded as wealthy nations, while those with few minerals are poor. The uneven distribution of minerals on the earth has caused numerous wars between nations. The United States is fortunate to be one of the "rich" nations. We not only have a great supply of iron ore and coal, which indicates a nation's industrial wealth, but we also have ample supplies of almost every other important mineral.

Yes, we have rich deposits of many minerals, but not all the people of America are getting an equal benefit from them! We all enjoy modern conveniences made possible through the use of minerals, but at the same time a few large corporations are gaining tremendous wealth by mining these minerals. Many of these minerals are taken from our public lands, yet the majority of our people receive very little benefit from our country's wealth -- it ends up in the pockets of only a few.

Vast new deposits of oil shale have been discovered on public lands in the Rocky Mountains. Scientists estimate there is enough wealth there to pay off our nation's debt three times. All the people of our nation deserve a share of this wealth, but some have reason to believe that large private corporations will get their hands on it first. Can we as American citizens sit back and let this happen? It will happen, unless we stop it.

Yes, we have rich deposits of minerals, but at the rate we are using them, the supply will not last very long. We can protect our supply of minerals by improving our mining methods, reducing the amount of waste in processing minerals, finding new uses for by-products, re-using our scrap metals instead of letting them rust, and by finding new deposits.

WILDLIFE

Our continent of North America has almost every type of climate; therefore, it can provide the proper environment for a great variety of animal life -- from the Arctic animals of the extreme north to the tropical animals of the Isthmus of Panama. Each specie finds exactly the type of habitat it requires in order to survive. When the first whitemen came to America, they found such an abundance of wildlife that the supply seemed inexhaustible.

Just as the forests, soil, water, and minerals were left quite undisturbed before white men came to America, so was the wildlife. The Indians depended on wildlife for food and many supplies, but they did not waste any part of the animal and killed only what they needed at the time.

Many early hunters and trappers killed game for a profit, used the part of the animal that was most valuable, and left much waste behind them. Other hunters killed only for sport and competed to find out who could "bag" the most game in a single day. Thus much of our natural wildlife was destroyed.

The buffalo is a prime example of a once plentiful animal that was almost completely destroyed. In the early 1800's over 50,000,000 buffalo thundered across the plains. The early settlers shot at them for rifle practice, some killed them only to eat the tongue, many shot them from car windows on the first transcontinental railroad, and others killed them only for sport. Dead and decaying buffalo were scattered all across the prairies, and the remaining herds numbered only a few hundred animals. What a ruthless, wasteful slaughter! No wonder the Indian hated the paleface.

After the Civil War the killing of wild game for the market became a profitable venture. The newly built railroads made it possible to ship fresh meat to the markets in the East. Hunters sent tremendous amounts of passenger pigeons, prairie chickens, grouse, ducks, geese, rabbits, antelope, bighorn sheep, bison, and other game to the populated cities. During this time many species of game were so drastically reduced in number that they have never recovered. The last passenger pigeon died in the Cincinnati Zoo, and no one will ever see another one. At one time this bird was so numerous that its massive flights would darken the sun for hours.

In recent years the United States government has been concerned about restoring the wildlife of our country. The federal wildlife refuge program was initiated by President Theodore Roosevelt in 1903 when he set aside

Pelican Island in Florida as a waterfowl refuge.

The U.S. Fish and Wildlife Service, an agency of the Department of Interior, was created in 1940 to restore, protect, and conserve our dwindling species of wildlife. There are now over 300 national wildlife refuges in the United States. Congress has passed many acts to conserve our wildlife. One such act was passed in 1967 when Secretary of Interior Udall informed Congress that 78 species of American wildlife were near extinction. The act provided federal funds to be used for the protection of rare or endangered wildlife species. These funds would be used to purchase land areas that would be suitable habitat for these species.

The largest threat to our waterfowl species is the drainage of marsh lands. Without these nesting grounds and resting places the birds cannot reproduce or escape from their enemies. The migratory bird refuges set up and managed by the Fish and Wildlife Service have provided suitable habitat to help preserve these birds. We will have fewer and fewer waterfowl as long as the destruction of their habitat continues.

Water pollution has been the worst enemy of our fresh water fish. The dredging or filling of the mouths of rivers has also destroyed the habitat of many fish. In recent years the U.S. Fish and Wildlife Service has been influential in restoring and protecting these natural habitats. Because of the increased interest in sport fishing and the need for more fishing areas, the Fish and Wildlife Service has been planting good sport fish in favorable water resevoirs. To protect the fish from extermination, restrictions are placed on each fisherman's daily or seasonal catch.

Similar restrictions are also placed on the taking of other forms of wildlife to insure the survival of each specie. Sometimes a certain individual animal may cause trouble to man by killing livestock. Government trappers are available in most areas to eliminate these occasional animals. Sometimes livestock groups have offered bounties to try and rid the entire area of this species. Bounties have not proved effective in eliminating the trouble maker. They only promote indiscriminate killing of the animals which usually results in upsetting the balance of nature.

There are some naturalists who would like to outlaw all hunting and fishing. This would be bad as the animals reproduce rapidly and would soon eat most of the food available to them and they would then die of starvation. Other people would like to see no regulations or closed seasons at all. With the number of people we now have our fish and wildlife would soon disappear. Our regulations and seasons are based on using the available wildlife for public enjoyment while still preserving and managing each species.

Conservationists, sportsmen, and the public as a whole are concerned about restoring and preserving our American wildlife. Both state and federal governments are providing legislation to protect and manage our wildlfe.

SUMMARY

We have now looked at five of our natural resources -- forests and grasslands, water, soil, minerals, and wildlife. It is easy to see that all of these are dependent on each other.

All forms of wildlife depend on water and plants for food and suitable habitats. The plants need the soil and water in order to grow. The soil needs decayed plant and animal matter to retain its fertility. Many minerals were originally plants that were transposed by heat and pressure to their present state.

When the plant cover is destroyed, there is nothing to protect the soil from washing or blowing away. A good example of this is to remember the tragedy that took place in California early this year.

Last summer raging forest fires destroyed the trees and natural grasses that usually hold the water from rains and melting snow high in the hills. Construction engineers had removed the sod in residential areas when they built homes on the hillsides. When a heavy rainfall hit the area in January, there was nothing to hold the run-off, so the result was severe erosion of the soil. Water carrying tons of soil created "mud slides" that caused millions of dollars of damage to property and the loss of 90 human lives. Some homes were almost completely buried by mud, while others washed away with the slide.

Although the lack of vegetation high in the hills was a prime factor in the disaster, much of the damage could have been avoided if proper terracing and resodding had been done in the residential district.

Throughout history we find that whenever one natural resource is destroyed, it affects the other resources in some way. The clearing and breaking of the prairies in the United States destroyed the natural sod cover and allowed erosion to take much of the topsoil away. The settling of the plains drove much of the wildlife to the mountainous regions where we find most of our big game today.

At one time bison, grizzly bears, moose, elk, deer, wolves, and coyotes freely roamed across North Dakota's prairies. Our waterfowl population was much greater than it is today too. The Homestead Act, the railroads, and the great influx of European immigrants greatly increased the population of our state in the late 1800's. Since then our wildlife has been gradually disappearing. Wildlife is seldom found in densely populated areas; therefore, it is extremely necessary that we preserve our open ranges, swampy lands, and wildlife refuges.

Our natural resources make our country a wealthy nation. We have used these resources to give our citizens a high standard of living. With our constant increase in mechanization, our demand for resources will be even greater in the future. Because our supply of resources is limited, we must make the best use of all our resources and protect those we do not need at the present.

DISCUSSION QUESTIONS

1. Why is conservation of our minerals so vitally important?
2. In what ways does the supply of iron ore and coal determine a nation's wealth?
3. Can private industries take complete control of our natural resources? Give your reasons.
4. With our increasing need for minerals, how can we be sure there will be a supply left for future generations?
5. What conditions made our continent a favorable habitat for such a variety of wildlife?
6. How have these conditions changed in the last 500 years?
7. What has our government done to preserve our wildlife?
8. Can both wildlife and civilization exist in the same area? Give your reasons.
9. How do all our natural resources depend on each other?
10. What effect does mechanization have on our natural resources?
11. How can we be sure there will be an ample supply of natural resources left for future generations?